STUDYING THE WELFARE OF CHILDREN AT AN EARLY AGE IN THE SYSTEM OF INSTITUTIONAL CARE

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ABSTRACT

This article discusses the need to develop a unified vision and strategy for enhancing the welfare of children at an early age in the institutional care system in Bulgaria. The methodological basis for the research is the "Quality Framework for Early Childhood Services" (QFECS) of the International Association Step-by-Step (ISSA). A diagnostic tool was developed that explores the guiding principles of good practices in nine different priority areas in three distinct groups in Bulgaria. It analyzes the state of early care and identifies the resources that ensure the quality of services during early childhood

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1. INTRODUCTION

As a matter of fact, the nurseries are defined as organizationally separate structures in which medical and other specialists carry out raising, educating and training children from three months to three years of age. In recent years, this definition has lost its relevance, given the results of early childhood and care research. The arguments in this regard are the research and the assertion of the role of prenatal development and the ever-increasing tendency that "the modern family, not only in an economic but also in a deep spiritual crisis, needs both socio-economic and professional psychological support " (Tasevska, 2008: 12).

Contemporary research confirms that the child's future development is the first 1000 days of his life. According to their research relevance and relevance, actions are under way in Bulgaria aimed at:

- reassessing the status of crèches, respectively, of crèches in the system of institu-

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tional care;

- improving public services for early childhood development;
- clarifying the role of the institutions in developing a unified vision and strategy for improving the well-being of children at an early age;
- implementing cross-sectoral cooperation with a view to achieving a broad consensus on the implementation of a more integrated approach;
- approach in children's policies during this period.

An important input in this direction is the initiative of the ISSA, which develops and implements the "Quality Framework for Early Childhood Services" (QFECS).

The present study analyzes the achieved results and the effects of the "Quality Framework for Early Childhood Services" (QFECS) in three distinct groups of United Children's Establishments in Bulgaria.

2. MATERIALS AND METHODS

The "Quality Framework for Early Childhood Services" (QFECS) is based on the vision of the ISSA for a society in which families, communities and experts work together to enable each child to develop their full-potential.

The framework outlines the guiding

principles of good practice in Nine different priority areas and details the indicators that describe ways to effectively implement them.

Its development is in line with other international frameworks and opinions, of which more important are:

- Early Childhood Education and Care (ECEC, 2014);
- Review of Policies and Practices for Monitoring and Quality Assessment of Early Learning and Development in Strong Start III (OECD, 2012);
- Early childhood education and care: to provide all children with the best start in life for tomorrow's world (EC—European Commission. 2011);
- Documents from UNESCO and UNI-CEF.

According to experts in the field of European early-school policy, the proposal to create a national pedagogical framework covering the period from birth to the start of schooling is characterized by high innovation and prospect, given the opportunity to provide "more effective management of the targeted system of social care in early and preschool age" (Mihova, 2012: 126).

Exploring the European standards towards children, Kaleynska in cludes the child welfare among the basic children's rights to be guaranteed by the Union policies (Kaleynska, 2014:125).

At a conceptual level, the Framework introduces new approaches to fostering care and well-being in early childhood, and focuses on updating policies on early childhood development.

At the instrumental level, its significance is expressed in the definition of Nine priority areas, the deployment of which ensures the parity of meeting the needs of all stakeholders: children, families and professionals in specialized institutions.

Recognizing the special needs of children from the birth to the age of three, the ISSA formulates specific principles and indicators in delivering high quality services to children of the elderly.

The framework contains potential in the context of the modern sustainable development paradigm, as it implies the idea that "education should not only be life-wide but also diversified, and learning intensively integrated into all major activities of life" (Dyankova, 2018a: 96). Detailed detailing of the principles characterizing the individual priority areas reflects the RCDC's potential for measuring the quality of services in early childhood.

At an applied level, the effectiveness of the Framework is contained in the substantiated description of specific indicators for recognizing the principles that basically define childcare at an early age.

Outlined practical expedience makes the Framework a reliable indicative tool, tracking logical consistency in identifying the results and effects of its application in social and institutional practices.

2.1. Research program

The research program has been deployed in four stages:

First stage: information, during which the following activities were carried out:

- meeting with the clergy teams of three clerical groups from the "Zvenche" Kindergarten and Kindergarten "Zname na mira", Vratsa and presenting the goals of the study;
- Establishing a timetable for conducting trainings with participants for the implementation of the "Quality Framework for Early Childhood Services" in the Task Force;
- Establishment of a timetable for visitor group visits for the purpose of monitoring and evaluating childcare provision at an early age after the training provided;
- Validation of the Early Childhood Quality Assessment tools: Monitoring Surveillance Daily of the Monitoring Expert and "Self-Assessment Daily Report" of the Jaslite Team Specialists.

Stage Two: A training course in which cluster specialists are involved in training modules.

Content-based trainings present the guiding principles of good practice in Nine Different Priority Areas for Quality of Service in Early Childhood and detail the ways for their effective implementation.

Third stage: approbing, in which the actual monitoring and assessment of the well-being of the children at an early age is carried out in accordance with the principles and priorities of the Framework.

Stage four: Final, analyzing the results and effects of RACC implementation.

3. RESULTS

The analysis of the results and the evaluation of the effects is based on the data processing of the two main instruments:

- "Daily Surveillance Report", completed by the expert in the monitoring of the groups after the training;
- "Daily self-assessment report" after the training, reflecting the reflexion of the cluster teams on the guiding principles and ways to apply best practices in the 9 priority areas of the "Quality Framework for Early Childhood Services" (QFECS).

In substance, the described tools are identical, allowing their results to be compared and analyzed.

According to modern researchers, the observed correlations and discrepancies in the percentage ratio of the marked statements take into account trends typical of such studies:

- self-evaluation is a process in which the subjects unconsciously choose those degrees in the stated statements that rather reflect their "desirable" behavior;
- Surveillance is a process in which subjects dominate their focus on FACTS, reflecting difficulties in implementing "expectant" behavior (Dyankova, 2018b: 11).

Conditional compliance with these two trends is in the direction of subsequent analysis.

The Pilot Implementation of a "Quality Framework for Early Childhood Services" in three distinct groups in the municipality of Vratsa examines the state of early childhood care.

The focus of the study is defined in the principles and indicators of Nine priority areas

The tables contain the quantitative values and percentage equivalents of the results of "Daily report self-assessment" of the members of the creche teams and "Daily report for observation" carried out by the expert monitoring.

Their discussion builds on the indicators that reveal the extent of resource outcomes that ensure the quality of services in early childhood.

3.1. Priority area "Relationships"

Table 1. Principle 1: Relationship with each child recognizes and values its uniqueness, competencies, personal style of communication, preferences and opinion.

Indicator	It 1	espond	s to	the cl	hild's	signals
1.1.	abo	ut his choice	or 1	ner desi	res, is	nterests,
Statements	Do	es not	Sc	metim	Α	pply
	a	ply	es	apply	always	
Results	Nr.	%	Nr	. %	Nr.	%
observations	1	11.1	3	33.3	5	55.56
self-assessment	0	0.00	0	0.00	10	100.0
Indicator	He	meets	the	child i	n wa	eys that
1.2.				his temp		
		onality				
Statements	Do	es not	Sc	metim		pply
		ply	es	apply	al	lways
Results	Nr.	%	Nr	. %	Nr.	
observations	0	0.00	2	22.2	7	77.78
self-assessment	0	0.00		0.00	10	100.0
Indicator				e child	that v	what he
1.3.	say	s is liste	ened	to.		
Statements	Do	es not	Sc	metim	Α	pply
		ply	es	apply		lways
Results	Nr.	%		. %	Nr.	%
observations	2	22.2		33.33	4	44.44
self-assessment	0	0.00	1	10.00	9	90.00
Indicator	An	under	stan	ding of	the	child's
1.4.	pref	erence	for	the tem	ipo, t	ime and
	inte	nsity o	f th	e speech	i, mo	vements
	and	facial	expr	essions	is sho	wn.
Statements	Do	es not	Sc	metim		Apply
o tatomical		ply		apply		lways
Results		% %		: %	2000	%
IXCSUITS		/0	_			/0
	4	44.4		00 00	- 5	55.56
observations	4	44.4	-	00.00	5	55.56
observations self-assessment	0	0.00	4	40.40	6	60.00
observations self-assessment Indicator	0 It	00.0 nteract	4 s v	40.40 with the	6 chil	60.00 d, with
observations self-assessment	0 It i	00.0 interact ect fo	s v	40.40 with the him as	6 chil	d, with
observations self-assessment Indicator	0 It i	00.0 interact ect fo	s v	40.40 with the him as	6 chil	60.00 d, with
observations self-assessment Indicator	It is respondent	00.0 interact ect fo	s wor	40.40 with the him as	6 chil s an le par	d, with active ticipant.
observations self-assessment Indicator 1.5.	It is respondent to the second	00.0 interact eect for earcher es not	s vor and	40.40 with the him as a capabl ometim	6 chil s an le par	60.00 ld, with active ticipant.
observations self-assessment Indicator 1.5. Statements	0 It is responded to the respondence of the respond	onteract bect for archer es not oply	s vor	40.40 with the him as a capable metim s apply	6 chil s an le par	d, with active ticipant. Apply lways
observations self-assessment Indicator 1.5.	It is respondent to the second	onteract bect for archer es not oply	s vor	40.40 with the him as a capabl ometim	6 chil s an le par	d, with active ticipant. Apply lways

Table 2. Principle 2: Relationships are deepened by interactions that create a strong attachment.

attachment.						
Indicator	Clos	se pro	xim	ity to	the o	child is
2.1.		ntained				
Statements		es not		metim		Apply
		ply		apply		lways
Results	Nr.	%	Nr	. %	Nr.	%
observations	0	0.00	1	11.11	8	88.89
self-assessment	0	0.00	1	10.00	9	90.00
Indicator 2.2.	atter	mpts t	to c	irawn to		
		non-ve	_	-		
Statements	27 11 11 11	es not		metim	P	Apply
North Addition of the Control of the		ply		apply	a	lways
Results	Nr.	%	Nr	. %	Nr.	%
observations	0	0.00	5	55.56	4	44.44
self-assessment	2	20.0	1	10.00	7	70.00
Indicator				y to sign		
2.3.	a so	othing	and	child-fri	endly	way.
Statements	Doe	es not	So	metim	P	apply
100000000000000000000000000000000000000	ap	ply	es	apply		lways
Results	Nr.	%	Nr		Nr.	%
observations	0	0.00	0	00.00	9	100.00
self-assessment	0	0.00	1	10.00	9	90.00
Indicator 2.4.	3.7% (-3.0%)	ldren's uding d		lings ar		spected,
Statements	Doe	es not	So	metim	Α	Apply
200000000000000000000000000000000000000	ap	ply	es	apply		lways
Results	Nr.	%	Nr	. %	Nr.	%
observations	0	0.00	0	00.00	9	100.00
self-assessment	0	0.00	2	20.00	8	80.00
Indicator	Rea	ction	is	cons	istent	and
2.5.	pred	lictable	to t	he child.		2 25,500
Statements	Doe	es not	So	metim	Α	Apply
NAME OF		ply		apply	a	lways
Results	Nr.	%	Nr		Nr.	%
observations	0	0.00	6	66.67	3	33.33
self-assessment	0	0.00	4	40.00	6	60.00
Indicator				e child	to ar	iticipate
2.6.	the (conseq	uenc	es.		
Statements	Doe	es not	So	metim	P	Apply
				apply	Appry always	
100000	ap	ply	es		a.	
Results	ap Nr.	ply %	Nr.		Nr.	%
Results observations						

Table 3. Principle 3: Relationships are promoted through strategies that promote dialogue.

Indicator 3.1.	Vien	al co	ntac	t with	the /	shild is
marcator 5.1.	mai	ntained	dı	uring co lturally a	mmu	nication
Statements	Doe	es not	So	ometim	P	pply
		ply		apply		lways
Results	Nr.	%	Nı		Nr.	%
observations	0	0.00	5	55.56	4	44.44
self-assessment	0	0.00	0	00.00	10	100.00
Indicator 3.2.	tow	ards the	e ch		and	loving
Statements	1000	es not		ometim		pply
Results	ar Nr.	ply %	Ni Ni	apply	Nr.	lways %
observations						
<u></u>	0	0.00	0	00.00	9	100.00
self-assessment	0	0.00	0	00.00	10	100.00
Indicator 3.3.	pres	alm an erved the ch	w	ttentive hile co		
Statements		es not		ometim	Α	apply
D 1		ply		apply	117.7	lways
Results	Nr.	%	Nı		Nr.	%
324	0	0.00	5	55.56	4	44.44
self-assessment	0	0.00	0	00.00	10	100.00
Indicator 3.4.	dem	onstrat	tes	voice is interest, understar	ten	ed that derness, of the
Statements	Doe	es not		ometim		pply
D 1		ply		apply		lways
Results	Nr.	%	Nı		Nr.	%
326	0	0.00	0	00.00	9	100.00
	0					
self-assessment	-	0.00	2	20.00	8	80.00
Indicator 3.5.	Bod	y lang	uag	20.00 ge is use d express	ed, w	hich is terest in
	Bod caln the	y lang n, open child. es not	uag an	e is use d express ometim	ed, we see in	hich is terest in
Indicator 3.5. Statements Results	Bod caln the	y lang n, open child.	uag an	ge is used d express ometim s apply	ed, we see in	hich is terest in
Indicator 3.5. Statements	Bod caln the Doe	y lang n, open child. es not oply	suag and So	ge is used expressometim	ed, we see in	thich is terest in apply lways

Table 4. Principle 4: Relationships between the children themselves are stimulated.

Indicator 4.1.	The relati		ps i	rtance n very yo	of oung	peer children
Statements Results		s not ply %		ometim s apply		Apply lways %
observations	0	00.0	9	100.0	0	00.00
self-assessment			-			
	0	0.00	1	10.00	9	90.00
Indicator 4.2.	are care	encou ful	rage	ions bety d through lance a rvention.	gh m and,	
Statements	Doe	es not	So	ometim	I	Apply
Results	ar Nr.	ply %	es Ni	s apply	Nr.	lways %
observations	0	0.00	8	77.78	1	11.11
self-assessment	0	00.0	1	10.00	9	90.00
Indicator 4.3.	their	r emoti	ons	ncourage appropri	iately	using a
Statements	Doe	s not	S	ometim	I	Apply
Results	Nr.	ply %	Ni	s apply r. %	Nr.	lways %
observations	0	0.00	4	44.44	5	55.56
self-assessment	0	0.00	3	30.00	7	70.00
Indicator 4.4.	und	erstand ds and	th	young at other elings, a en into ac	s als	
Statements		es not	So	ometim	F	Apply
Results	ar Nr.	ply %	e: Ni	s apply r. %	Nr.	lways %
						AVADON'
observations	0	0.00	9	100.0	0	0.00

Table 5. Principle 5: Relationships support / facilitate children under the age of three in changing their day-to-day and extraordinary activities.

Indicator 5.1.	appi	roach	to o	nature o change i nese char	s rec	
Statements Results		es not oply %		ometim s apply r. %		Apply lways %
observations	0	0.00	8	88.89	1	11.11
self-assessment	0	0.00	8	88.89	1	11.11
Indicator 5.2.	with	lved v	oth vith	n and er adul the chil aintained	ts w	dination tho are the time
Statements Results		es not oply %		ometim s apply r. %		Apply lways %
observations	0	00.0	1	11.11	8	88.89
self-assessment	0	0.00	1	10.00	9	90.00
Indicator 5.3.	need	uated	to e	ties ar ensure the et by o	at th	
	CHILI					
Statements Results	Doe	es not oply %	S	ometim s apply		Apply lways %
	Doe ap	es not oply	Se	ometim s apply	а	lways
Results	Doe ap Nr.	s not ply %	Se es No	ometim s apply r. %	Nr.	lways %
Results observations	Doe ap Nr. 0 1 Reg pare	oply % 00.0 10.0 ular ents / fa	Si e: Ni 4 2 co	ometim s apply r. % 44.44	Nr. 5 7 ation	lways % 55.56 70.00 with vities to
Results observations self-assessment Indicator	Doe ap Nr. 0 1 Reg pare ensi tain	es not pply % 00.0 10.0 ular ents / fare the ed. es not	Se es Ni 4 2 co	ometim s apply r. % 44.44 20.00 mmunica lies abou consisten	Nr. 5 7 ation t action cy, i	lways % 55.56 70.00 with vities to s main-
Results observations self-assessment Indicator 5.4.	Doe ap Nr. 0 1 Reg pare ensi tain	es not oply % 00.0 10.0 ular ents / faure the ed.	Se es Ni 4 2 co	ometim s apply r. % 44.44 20.00 ommunication about	Nr. 5 7 ation t action cy, i	lways % 55.56 70.00 with vities to s main-
Results observations self-assessment Indicator 5.4. Statements	Doe ap Nr. 0 1 Reg pare ensu tain Doe ap	es not oply % 00.0 10.0 ular ents / fa ure the ed. es not oply	So es Ni 4 2 co amii	ometim s apply c. % 44.44 20.00 mmunicalies about	a Nr. 5 7 ation at acti	lways % 55.56 70.00 with vities to s main- Apply dways

3.2. Priority area "Family and Community"

Table 6. Principle 1: Knowing and respecting families and communities affirms their relationship with them and between them.

Indicator	The	speci	alis	t studies	the	values,
1.1.						ctices of
				and a	pplies	them
		never	_		-	
Statements		es not		ometim		Apply
Results	Nr.	oply %		s apply r. %	Nr.	lways %
observations	0	00.0	9	100.0	0	00.00
self-assessment	0	0.00	8	80.00	2	20.00
Indicator	The		ecia		tudie	
1.2.	con			n which		
10000				is knowl		
	the	needs	of	f childre	n to	create
	lear	ning ap	pro	aches.		
Statements		es not		ometim		Apply
22 0.39		pply		s apply		lways
Results	Nr.			r. %	Nr.	%
observations	0	0.00	4	44.44	5	55.56
self-assessment	1	10.0	7	70.00	2	20.00
Indicator	The			st buil		on the
1.3.		ngths			famil	
	1/01/2010			nd when		
	to	adoj		and		orporate
	km	owiedz	еп			
	2000					part of
Statements		ry fami	ly a	nd comn	nunity	
Statements	Do	ry fami es not	ly a	nd comn	nunity	hpply
Statements Results	Do	ry fami	ly a	nd comn	nunity	
50 8055	Do	ry fami es not oply	ly a	nd comn ometim s apply	nunity A	hpply lways
Results	Doe an Nr.	ry fami es not oply %	ly a Se N	nd comn ometim s apply r. %	a Nr.	t. Apply lways %
Results observations	Doc ay Nr. 0	ry fami es not oply % 00.0	ly a Se N: 8	nd commometim s apply r. % 88.89	Nr. 1	Apply hways %
Results observations self-assessment	Doc ap Nr. 0 2 The	ry fami es not oply % 00.0	ly a Se N: 8 4	nd commometim s apply r. % 88.89 40.00 alist	Nr. 1	Apply lways % 11.11 40.00 onalizes
Results observations self-assessment Indicator	Doc ap Nr. 0 2 The rela	ry fami es not oply % 00.0 20.0 sitionship	ly a Si e N: 8 4 peci	nd commometim s apply r. % 88.89 40.00 alist	Nr. 1 4 pers	Apply lways % 11.11 40.00 onalizes es for
Results observations self-assessment Indicator 1.4.	Doc ar Nr. 0 2 The rela fam thei	ry fami es not oply % 00.0 20.0 sitionshi, ilies in	N: 8 4 pecips	nd commometim s apply r. % 88.89 40.00 alist and s e way th	Nr. 1 4 pers service ney be	Apply hvays % 11.11 40.00 onalizes es for est meet
Results observations self-assessment Indicator	Doc ay Nr. 0 2 The rela fam thei	ry familes not oply % 00.0 20.0 sitionship illies in r needses not	ly a So e N: 8 4 4 So peci	nd commometim s apply r. % 88.89 40.00 salist and s e way th	a Nr. 1 4 pers service sey be	Apply hvays % 11.11 40.00 onalizes es for est meet
Results observations self-assessment Indicator 1.4. Statements	Doc ay Nr. 0 2 The rela fam thei Doc	ry fami es not oply % 00.0 20.0 sitionshi ilies in r needs es not oply	ly a Si e N: 8 4 4 pecci pps 1 the Si e	nd commometim s apply r. % 88.89 40.00 ialist and s e way the	Nr. 1 4 pers service ay be	Apply hvays % 11.11 40.00 onalizes es for est meet
Results observations self-assessment Indicator 1.4. Statements Results	Doc ap Nr. 0 2 The rela fam thei Doc ap Nr.	ry fami es not pply % 00.0 20.0 stionship illies in r needs es not pply %	ly a So e N: 8 4 peccips the So e N:	nd commonetim s apply r. % 88.89 40.00 talist and s e way the cometim s apply r. %	Nr. 1 4 pers service bey be a Nr.	Apply lways % 11.11 40.00 onalizes es for est meet Apply lways %
Results observations self-assessment Indicator 1.4. Statements Results observations	Doc ap Nr. 0 2 The rela fam thei Doc ap Nr. 0	ry familes not opply % 00.0 20.0 s; tionship ilies in r needs es not opply % 00.0	ly a Si e N: 8 4 4 Pecci ps 1 the Si e N: 3	nd commometim s apply r. % 88.89 40.00 falist and s e way the cometim s apply r. % 33.33	Nr. 1 4 pers service ney be A Nr. 6	Apply lways % 11.11 40.00 onalizes es for est meet Apply lways % 66.67
Results observations self-assessment Indicator 1.4. Statements Results observations self-assessment	Doc ap Nr. 0 2 The rela fam their Doc ap Nr. 0	ry familes not oply % 00.0 20.0 sitionship illes in r needs es not oply % 00.0 00.0	Si e N: 8 4 4 Pecci pps 1 the N: 3 1	nd common ometim s apply r. % 88.89 40.00 salist and s e way the cometim s apply r. % 33.33 10.00	Nr. 1 4 pers service be a Nr. 6	Apply lways % 11.11 40.00 onalizes es for est meet Apply lways % 66.67
Results observations self-assessment Indicator 1.4. Statements Results observations self-assessment Indicator	Doo ap Nr. 0 2 The rela fam their Doo ap Nr. 0 0 The	ry familes not oply % 00.0 20.0 stionship illes in r needs es not oply % 00.0 00.0 species	So e N: 8 4 4 pecci ps 1 the N: 3 1 1 alist	nd commometim s apply r. % 88.89 40.00 talist and s way the cometim s apply r. % 33.33 10.00 t encourt	Nr. 1 4 pers service be Nr. 6 9 ages	Apply lways % 11.11 40.00 onalizes es for est meet Apply lways % 66.67 90.00 families
Results observations self-assessment Indicator 1.4. Statements Results observations self-assessment	Doo an Nr. 0 2 The rela farm their Doo an Nr. 0 0 The to 1	ry familes not oply % 00.0 20.0 sitionship illes in r needs es not oply % 00.0 00.0 special earn f	Si e N: 8 4 4 peccipps 1 the N: 3 1	nd common ometim s apply r. % 88.89 40.00 salist and s e way the cometim s apply r. % 33.33 10.00	Nr. 1 4 pers service be Nr. 6 9 ages	Apply lways % 11.11 40.00 onalizes es for est meet Apply lways % 66.67 90.00 families
Results observations self-assessment Indicator 1.4. Statements Results observations self-assessment Indicator 1.5.	Doo an Nr. 0 2 The rela farm their Doo an Nr. 0 0 The to 1 supp	ry familes not oply % 00.0 20.0 sitionship illies in r needs es not oply % 00.0 00.0 specialearn fiport the	So e N: 8 4 4 pecci pps 1 the So e N: 3 1 alist room.	nd commometim s apply r. % 88.89 40.00 alist and s e way the ometim s apply r. % 33.33 10.00 t encour.	Nr. 1 4 pers service be be Nr. 6 9 ages other	Apply lways % 11.11 40.00 onalizes es for est meet Apply lways % 66.67 90.00 families and to
Results observations self-assessment Indicator 1.4. Statements Results observations self-assessment Indicator	Doo and Nr. 0 2 The relation from their Doo and Nr. 0 0 The to 1 suppose Doo and Doo and Nr. 1 to 1 suppose Doo and Nr. 1 to 1 t	ry fami es not oply % 00.0 20.0 20.0 stionshi ilies in r needs es not oply % 00.0 00.0 special earn f port the	See N: 8 4 Pecrips 1 the See N: 3 1 alisterom. See See N: See N: 3	nd commometim s apply r. % 88.89 40.00 falist and s e way th cometim s apply r. % 33.33 10.00 t encourt one an	a Nr. 1 4 pers service be Nr. 6 9 ages tother	Apply lways % 11.11 40.00 onalizes es for est meet Apply lways % 66.67 90.00 families and to
Results observations self-assessment Indicator 1.4. Statements Results observations self-assessment Indicator 1.5. Statements	Doo and Nr. 0 2 The relation of their land their land land land land land land land land	ry fami es not oply % 00.0 20.0 20.0 stionshi ilies in r needs es not oply % 00.0 00.0 special earn f port the es not oply	Se e N: 8 4 4 pecirips 1 the e N: Si e N:	and commonetim s apply r. % 88.89 40.00 falist and s way the cometim s apply r. % 33.33 10.00 t encourt one and s apply cometim s apply cometim s apply cometim s apply cometim s apply	Nr. 1 4 pers service be be A Nr. 6 9 ages other	Apply lways % 11.11 40.00 onalizes es for est meet Apply lways % 66.67 90.00 families and to
Results observations self-assessment Indicator 1.4. Statements Results observations self-assessment Indicator 1.5.	Doo and Nr. 0 2 The relation from their Doo and Nr. 0 0 The to 1 suppose Doo and Doo and Nr. 1 to 1 suppose Doo and Nr. 1 to 1 t	ry fami es not oply % 00.0 20.0 sylians in r needs es not oply % 00.0 00.0 special earn f port the es not oply %	See N: 8 4 Pecrips 1 the See N: 3 1 alisterom. See See N: See N: 3	nd commometim s apply r. % 88.89 40.00 falist and s way th cometim s apply r. % 33.33 10.00 t encour one an cometim s apply r. %	nunity aa Nr. 1 4 pers service bey be a Nr. 6 9 ages other	Apply lways % 11.11 40.00 onalizes es for est meet Apply lways % 66.67 90.00 families and to Apply lways %
Results observations self-assessment Indicator 1.4. Statements Results observations self-assessment Indicator 1.5. Statements Results	Doo as Nr. 0 2 The rela fam their Doo as Nr. 0 0 The to I support Doo as Nr. Nr. Nr.	ry fami es not oply % 00.0 20.0 20.0 stionshi ilies in r needs es not oply % 00.0 00.0 special earn f port the es not oply	ly a See N: 8 4 pecrips 1 the See N: 3 1 alistroom N: N:	and commonetim s apply r. % 88.89 40.00 falist and s way the cometim s apply r. % 33.33 10.00 t encourt one and s apply cometim s apply cometim s apply cometim s apply cometim s apply	Nr. 1 4 pers service be be A Nr. 6 9 ages other	Apply lways % 11.11 40.00 onalizes es for est meet Apply lways % 66.67 90.00 families and to

Table 7. Principle 2: Sensitive, respectful and equal communication with families supports the development and learning of children.

aren.								
Indicator 2.1.	com fam	tinuous munic ilies to child's	atio		pai matic	effective rents / on about		
Statements	ap	es not oply	e	ometim s apply	a	Apply always Nr. %		
Results	Nr.	%	N		Nr.			
self-assessment	0	0.00	0	00.00	9	100.00		
pelse, solution is a contract	0	00.0	1	10.00	9	90.00		
Indicator 2.2.	The specialist spends time listening carefully by being unbiased to the families.							
Statements	V	es not		ometim		Apply		
-		ply		s apply		lways		
Results	Nr.	%	Nı	1070	Nr.	%		
	0	00.0	6	66.67	3	33.33		
self-assessment	0	0.00	2	20.00	8	80.00		
Indicator 2.3.	of incl	commi uding	inic th		ith i	families,		
Statements	1000	es not	$\overline{}$	ometim		Apply		
	ap	ply	e	s apply		lways		
Results	Nr.	%	N	. %	Nr.	%		
observations	0	0.00	4	44.44	5	55.56		
self-assessment	0	0.00	6	60.00	4	40.00		
Indicator 2.4.		fidentia			/ her	rmation family.		
Statements Results		es not oply %		ometim s apply :. %	Apply always Nr. %			
observations	0	0.00	1	11.11	8	88.89		
self-assessment	0	0.00	1	10.00	9	90.00		
Indicator 2.5.	in v	greeme	ents at le	rialist reports ead to po	and s			
Statements	4. 2.4.	es not	(1775)	ometim		Apply		
Results	ar Nr.	oply %	e: Ni	apply . %	Nr.	lways %		
observations	0	00.0	4	44.44	5	55.56		
self-assessment	0	00.0	4	40.00	6	60.00		
Indicator 2.6.	The and pare info	specia effect ents rmation	list ive / n	engages commun families about ealth and	in con nication to the	ntinuous on with share child's		
Statements		es not		ometim		Apply		
Results	ar Nr.	ply %	e: Ni	apply	Nr.	lways %		
observations	2	22.2	4	44.44	3	33.3		
self-assessment	0	00.0	1	10.00	9	90.00		
	- 20	23/05		75-89950	1000	DESCRIPTION .		

Table 8. Principle 3: Services are best provided in partnership with the family.

Indicator	The			responsi	Lilia.	-£l-	
3.1.	fam fina deve and guar	ily to b l de elopme service ranteed	e in ecis nt, es p	ivolved i ions learning rovided t	n ma abou , we to the	king the t the ell-being child is	
Statements		es not		ometim		Apply	
	ap	ply		s apply			
Results	Nr.	%	N	r. %	Nr.	%	
observations	0	0.00	4	44.44	5	55.56	
self-assessment	0	0.00	1	10.00	9	90.00	
Indicator 3.2.	cult mut cont	ural pr ually a	acti gree bet	c goals, ces are r e activitie ween hor	especes to	cted and enhance	
Statements	Doe	es not	S	ometim	1	Apply	
Results	ar Nr.	ply %	e: Ni	s apply		lways %	
observations	1	11.1	3	33.33	5	55.56	
self-assessment	0	0.00	4	40.00	6	60.00	
Indicator 3.3.	pare	en p	pra arei	ctices w			
Statements		es not	_	ometim		Apply	
	ar	ply	e	s apply		lwavs	
Results	Nr.	%	N		Nr.	%	
observations	6	66.6	3	33.33	0	00.00	
self-assessment	2	20.0	6	60.00	2	20.00	
Indicator 3.4.	of fa	athers a	and and	ent and other fan d learning	nily r	nembers	
Statements	Doe	es not	S	ometim	1	Apply	
	ar	ply	e	s apply		lways	
Results	Nr.	%	N		Nr.	%	
observations	1	11.1	8	88.89	0	00.00	
self-assessment	0	00.0	1	10.00	9	90.00	

Table 9. Principle 4: Partnerships based on co-operative and community-based cooperation best support families and children.

	TPP.					
Indicator 4.1.	nege	ble-fre otiating port far	e winilie		tions is ser	vices to
Statements		es not		ometim		Apply
Results	Ar.	ply %	N	apply	Nr.	lways %
observations						
	1	11.1	3	33.33	6	66.67
self-assessment	9	90.0	1	10.00	0	00.00
Indicator 4.2.	pror fam that	muniti note th ilies th go bey	es ne r rou ond	ights of gh advoc l local co	omot child acy a mmu	e and lren and activities nities.
Statements		es not		ometim		Apply
Results	Nr.	ply %	N	apply	Nr.	lways %
observations	1	11.1	8	88.89	0	00.00
self-assessment	8	7	-	100000000000000000000000000000000000000	2	-5.000
	_	80.0	0	00.00	_	20.00
Indicator 4.3.	for invo	comm	uni and	creates ty mem take p ice activ	ibers art i	to be
Statements	Doe	es not	S	ometim	I	Apply
		ply	e	apply	a	lways
Results	Nr.	%	Nı	. %	Nr.	%
observations	6	66.6	3	33.33	0	00.00
self-assessment	8	80.0	1	10.00	1	10.00
Indicator 4.4.	chil	dren ar	e p	notes tha	e cor	
		y life e			1016	III dieii
Statements	earl		xpe			Apply
Statements Results	earl:	y life e es not oply	Se	rience. ometim s apply	I	
	Doe ar	y life e es not oply	Se es	rience. ometim s apply	a	Apply lways

3.3. Priority area "Inclusiveness, diversity and values of democracy"

Table 10. Principle 1: Inclusion provides equal opportunities for each child and family to participate regardless of gender, race, ethnic origin, culture, mother tongue, religion, family structure, social status, age or special needs.

-),					I	
Indicator	The		ecia	alist		
1.1.				the val		
7527752				ptions		attitudes
	abo		hov		ey	affect
				n, inter		
				etween	child	ren and
	_	r famil	_			
Statements		es not		metim		pply
400000		pply		apply		lways
Results	Nr.	%	$\overline{}$. %	Nr.	%
observations	2	22.2	7	77.78	0	00.00
self-assessment	1	10.0	8	80.00	0	00.00
Indicator	The	specia	list	treats ea	ach cl	aild and
1.2.	his:	family	with	respect	and d	lignity.
Statements	Do	es not	Sc	metim	A	apply
456 549	ay	pply	es	apply	al	lways
Results	Nr.	%	Nr	: %	Nr.	%
observations	2	22.2	1	11.11	6	66.67
self-assessment	0	0.00	1	10.00	9	90.00
Indicator	The	sp	ecia	list a	adapts	the
1.3.	env	ironme	nt, l	earning	practi	ices and
0.000000						e with
						mental
				who spe		
<u> </u>				also part		
Statements	ı	es not		metim		pply
Results		oply %		apply . %		lways %
observations	2	22.2	$\overline{}$	66.67	Nr.	11.11
self-assessment	0	00.0	2	20.00	8	80.00
Indicator	-					
1.4.				draws other		
1.4.		uer a		stereoty		about
				the m		
				ctices ;		
				or their f		
Statements						
(510 (601) (400)				metim		
D14	ar			metim		
results		pply	es	apply	al	lways %
Results observations	Nr.	oply %		apply		lways
	Nr.	pply	es Nr	apply . %	Nr.	lways %
observations self-assessment	Nr. 3	33.3 33.3	Nr 6	66.67 20.00	Nr. 0	00.00
observations	Nr. 3 The	oply % 33.3 33.3 spec	Nr 6 2	66.67 20.00 t provi	Nr. 0 5 des	00.00 50.00 a level
observations self-assessment Indicator	Nr. 3 The play	33.3 33.3 spec	Nr 6 2 ialis	66.67 20.00 t provider all girl	Nr. 0 5 des :	% 00.00 50.00 a level boys in
observations self-assessment Indicator	Nr. 3 The play the	33.3 33.3 spec	Nr 6 2 ialis ld fo	s apply 66.67 20.00 t provi or all girl	Nr. 0 5 des :	00.00 50.00 a level boys in
observations self-assessment Indicator 1.5.	Nr. 3 The play the	33.3 33.3 spec ring fie service	No 6 2 ialis ld for So	s apply 66.67 20.00 t provi or all girl young cometim	Nr. 0 5 des : s and childr	1 ways % 00.00 50.00 a level boys in en. Apply
observations self-assessment Indicator 1.5.	Nr. 3 The play the Doo	33.3 33.3 spec ving fieservice es not	No 6 2 ialis ld for So	s apply 66.67 20.00 t provier all girl r young of ometim s apply	Nr. 0 5 des : s and childr	00.00 50.00 a level boys in
observations self-assessment Indicator 1.5. Statements	Nr. 3 The play the	33.3 33.3 spec ring fie service	No 6 2 ialis ld for So	s apply 66.67 20.00 t provier all girl young of	Nr. 0 5 des : s and childr	00.00 50.00 a level boys in en. Apply
observations self-assessment Indicator 1.5. Statements Results	Nr. 3 The play the Doc ap Nr.	oply % 33.3 33.3 spec ring fle service es not oply %	Nr 6 2 ialis ld for s for So es Nr	66.67 20.00 t provier young of metim sapply %	al Nr. 0 5 des : s and childr A al Nr.	00.00 50.00 a level boys in en. Apply lways %

Table 11. Principle 2: Understanding and appreciating the diversity that exists among children, families and communities builds childhood identities.

builds childhe						
Indicator	200	udes		teraction		
2.1.						t reflect
				inguistic		
				ersity of	chile	iren and
Statements		r famili		metim		\ nn1++
Statements		ply		apply		Apply Iways
Results	Nr.	лрту %		. %	Nr.	-
observations	3	33.3	5	55.56	1	11.11
self-assessment	0	00.0	9	90.00	1	10.00
Indicator	-		-	0.000		J. 100 A 100 A 100 A
						g with
2.2.				s where		ural and
	Wh			es where opriate,		
	010 11-3-6			opriate, idance is		propriate
Statements		es not		metim		Apply
Statements		ply		apply		lways
Results	Nr.			. %	Nr.	-
observations	2	22.2	6	66.67	1	11.11
self-assessment	0	00.0	7	70.00	3	30.00
Indicator	_	7.1-101	1	her ton	-	1,018/2/12/09
2.3.	110711000	raction				ild and
2.5	77.7			nilies to		
				th the ch		
Statements		es not		metim		Apply
	at	ply	es	apply		lways
Results	Nr.	%	Nı		Nr.	%
4	1.0	and Prine.			1	
observations	3	33.3	5	55.56	1	11.11
observations self-assessment	4	33.3 40.0	3	55.56 30.00	3	11.11 30.00
	4 It a	40.0 ctively	3 pro	30.00 motes th	3	
self-assessment Indicator 2.4.	4 It a	40.0	3 pro	30.00 motes th	3	30.00
self-assessment Indicator	4 It a of c	40.0 ctively ultural es not	pro ider	30.00 motes thatities.	3 ne ex	30.00 pression Apply
Indicator 2.4. Statements	It a of c	40.0 ctively ultural es not oply	pro ider So	30.00 motes thatities. ometim	3 ne exp	30.00 pression Apply lways
Indicator 2.4. Statements Results	It a of c Doo an Nr.	40.0 ctively ultural es not oply %	pro ider So es Ni	30.00 motes that ities. ometimes apply	3 ne ex A a Nr.	30.00 pression Apply lways %
Indicator 2.4. Statements Results observations	4 It a of c Doo an Nr. 3	40.0 ctively ultural es not oply % 33.3	pro- ider So es Ni 2	30.00 emotes thatities. cometimes apply 1. % 22.22	3 A a Nr. 4	30.00 pression Apply lways % 44.44
Indicator 2.4. Statements Results observations self-assessment	4 It a of c Doc ap Nr. 3	40.0 ctively ultural es not oply % 33.3 00.0	pro ider So es Nr 2	30.00 motes thatities. ometim s apply 1. % 22.22 40.00	3 Ane exp	30.00 pression Apply Iways % 44.44 60.00
Indicator 2.4. Statements Results observations self-assessment Indicator	4 It a of c Do ap Nr. 3 0 Sup	40.0 ctively ultural es not oply % 33.3 00.0 ports ti	pro ider So es Ni 2	30.00 motes that tities. ometimes apply 1. % 22.22 40.00 development with the same of the	3 Ane exp	30.00 pression Apply lways % 44.44
Indicator 2.4. Statements Results observations self-assessment Indicator 2.5.	4 It a of c Doc ap Nr. 3 0 Sup ider	40.0 ctively ultural es not oply % 33.3 00.0 ports that it it is o	process Society No. 2 4 he of the	30.00 motes that titles. Demetim s apply 22.22 40.00 developme e child.	3 A A A Nr. 4 6 eent o	30.00 pression Apply lways % 44.44 60.00 f all the
Indicator 2.4. Statements Results observations self-assessment Indicator	4 It a of c Doo ap Nr. 3 0 Sup ider Doo	40.0 ctively ultural es not oply % 33.3 00.0 ports that titles of es not	produced Solution Sol	30.00 motes that titles. Demetimes apply 12.22 motes about the control of the con	3 A A A Nr. 4 6 Lent o	30.00 pression Apply lways % 44.44 60.00 f all the
Indicator 2.4. Statements Results observations self-assessment Indicator 2.5.	4 It a of c Doc ap Nr. 3 0 Sup ider Doc ap	40.0 ctively ultural es not oply % 33.3 00.0 ports that it it is o	produced Solution Sol	motes that titles. metim sapply 22.22 40.00 levelopme child. metim sapply	3 Ane expanse	30.00 pression Apply lways % 44.44 60.00 f all the
self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements	4 It a of c Doo ap Nr. 3 0 Sup ider Doo	40.0 ctively ultural es not oply % 33.3 00.0 ports that titles of es not oply	provider See See No. 2 4 he defith See See See See See See See See See Se	motes that titles. metim sapply 22.22 40.00 levelopme child. metim sapply	3 A A A Nr. 4 6 Lent o	30.00 pression Apply lways % 44.44 60.00 f all the Apply lways
self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements Results	4 It a of c Doo ap Nr. 3 0 Sup ider Doo ap Nr.	40.0 ctively ultural es not oply % 33.3 00.0 ports that titles of es not oply %	3 procider So es No 2 4 he d f th So es No	motes thatities. metim sapply 22.22 40.00 levelopme child. metim sapply c. %	3 A a Nr. 4 6 ent o	30.00 pression Apply lways % 44.44 60.00 f all the Apply lways %
self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements Results observations	4 It a of c Doo ap Nr. 3 0 Sup ider Doo ap Nr. 2 0	40.0 ctively ultural es not oply % 33.3 00.0 ports that tities of es not oply % 22.2 00.0	produder See See Ni 2 4 4 See See Ni 1 3	motes that titles. The sapply of the sapply	3 ne ex. A a Nr. 4 6 eent o A x x x x x x x x x x x x x x x x x x	30.00 pression Apply lways % 44.44 60.00 f all the Apply lways % 66.67
self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements Results observations self-assessment	4 It a of c Doo ap Nr. 3 0 Sup ider Doo ap Nr. 2 0 It c	40.0 ctively ultural es not oply % 33.3 00.0 ports that titles of es not oply % 22.2 00.0 demons	produced Solves No. 2 4 he defined fith Solves No. 1 3	motes that titles. The sapply of the sapply	3 ne ex A a Nr. 4 6 ent o	30.00 pression Apply lways % 44.44 60.00 f all the Apply lways % 66.67 70.00 to the
self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements Results observations self-assessment Indicator	4 It a of c Doo ap Nr. 3 0 Sup ider Doo ap Nr. 2 0 It 6 diff	40.0 ctively ultural es not oply % 33.3 00.0 ports that titles of es not oply % 22.2 00.0 demons	produced Solves No. 2 4 he defined fith Solves No. 1 3	motes that tities. The sapply results of the	3 ne ex A a Nr. 4 6 ent o	30.00 pression Apply lways % 44.44 60.00 f all the Apply lways % 66.67 70.00 to the
self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements Results observations self-assessment Indicator	4 It a of c Doo ap Nr. 3 0 Sup ider Doo ap Nr. 2 0 It diff it do Doo Doo ap Nr. 2 Doo Doo Doo Doo Doo Doo Doo Doo Doo D	40.0 ctively ultural es not oply % 33.3 00.0 ports that titles of es not oply % 22.2 00.0 demons erent recides.	process Sider Side	30.00 motes that tities. Sometimes apply 22.22 40.00 development in sapply 1. % 11.11 30.00 des sensitivithin the cometimes apply 1. % 11.11 and 1.00 des sensitivithin the cometimes apply 1.	3 ne ex A a Nr. 4 6 nent o A Nr. 6 7 tivityty ne far	30.00 pression Apply lways % 44.44 60.00 f all the Apply lways % 66.67 70.00 to the mily that
self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements Results observations self-assessment Indicator 2.6. Statements	4 It a of c Doo aq Nr. 3 0 Sup ider Doo aq Nr. 2 0 It c diff it do Doo aq aq nr. 2 0 It c diff	40.0 ctively ultural es not oply % 33.3 00.0 ports that titles of es not oply % 22.2 00.0 demons erent recides. es not oply	process Sider Side	30.00 motes that tities. Sometimes apply 22.22 40.00 development of the same o	3 ne exp A a Nr. 4 6 ent o A a Nr. 6 7 tivity ne far	30.00 pression Apply lways % 44.44 60.00 f all the Apply lways % 66.67 70.00 to the mily that Apply lways
self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements Results observations self-assessment Indicator 2.6. Statements Results Results observations	4 It a of c Doo ap Nr. 3 0 Sup ider Doo ap Nr. 2 0 It of diff it do Doo ap Nr.	40.0 ctively ultural es not oply % 33.3 00.0 ports that titles of es not oply % 22.2 00.0 demons erent recides. es not oply %	process Sider Side	30.00 emotes the stricties. Sometimes apply 22.22 40.00 developme child. Sometimes apply 1 % 11.11 30.00 des sensi within the sapply 1 % 11.11 sometimes apply 1 % 11.11 sensitive sapply 1 %	3 ne ex A a Nr. 4 6 nent o A Nr. 6 7 tivityty ne far	30.00 pression Apply lways % 44.44 60.00 f all the Apply lways % 66.67 70.00 to the mily that Apply lways % %
self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements Results observations self-assessment Indicator 2.6. Statements	4 It a of c Doo aq Nr. 3 0 Sup ider Doo aq Nr. 2 0 It c diff it do Doo aq aq nr. 2 0 It c diff	40.0 ctively ultural es not oply % 33.3 00.0 ports that titles of es not oply % 22.2 00.0 demons erent recides. es not oply	process Sider Side	30.00 motes that tities. Sometimes apply 22.22 40.00 development of the same o	3 ne exp A a Nr. 4 6 ent o A a Nr. 6 7 tivity ne far	30.00 pression Apply lways % 44.44 60.00 f all the Apply lways % 66.67 70.00 to the mily that Apply lways

Table 12. Principle 3: Promoting the sense of individuality, opinion and decisions of each child, motivating democratic values and practices.

Indicator	It	offers	gre	at oppo	rtuni	ties for
3.1.	chil	dren to	ma	ke choic	es.	
Statements		es not	S	ometim		Apply
1955 1959	-	ply		s apply	4	lways
Results	Nr.	%	N	r. %	Nr.	%
observations	2	22.2	2	22.22	6	66.67
self-assessment	0	0.00		00.00	10	100.00
Indicator 3.2.	ther base and		i nult n		erous uage	
Statements		es not	ı	ometim		Apply
Results	Nr.	oply %	1	s apply r. %	Nr.	lways %
observations		100017700	100		F3/54	Terraneous and the
self-assessment	2	22.2	6	575.5155.000	1	11.11
1.2	0	00.0	0	00.00	10	100.0
Indicator 3.3.		ports ening a		arents espondin	in g to c	creative children.
Statements	1997	es not	100/5	ometim		Apply
	at	oply	es apply		always	
					200000	-
Results	Nr.	%	N	r. %	Nr.	%
observations	Nr.	33.3	Ni 5	r. % 55.56	Nr.	% 11.11
observations self-assessment	Nr. 3	% 33.3 00.0	N: 5	r. % 55.56 00.00	Nr. 1 10	% 11.11 100.00
observations	Nr. 3 0 Price for child and	33.3 00.0 ing, enthe indren to	5 0 ncor divi	r. % 55.56	Nr. 1 10 and ntribus, known	% 11.11 100.00 looking tion of owledge
observations self-assessment Indicator	Nr. 3 0 Price for child and unb	33.3 00.0 ing, ethe indren to expresiased wees not	No 5 0 neon divide extended ex	55.56 00.00 uraging idual coperiences on in a	Nr. 1 10 and ntribus, kno	% 11.11 100.00 looking ation of owledge en and
observations self-assessment Indicator 3.4. Statements	Nr. 3 0 Price for child and unb	33.3 00.0 ing, ending the independent to expresion expression of opply	No 5 0 no or	s. % 55.56 00.00 uraging idual coperiences on in as	Nr. 1 10 and ntribus, kno	% 11.11 100.00 looking ation of owledge en and
observations self-assessment Indicator 3.4.	Nr. 3 0 Price for child and unb. Doe ar	33.3 00.0 ing, enthe indren to expresized week not oply	No 5 0 no or	55.56 00.00 uraging idual coperience on in accommendation in acc	Nr. 1 10 and ntribus, kno n op	% 11.11 100.00 looking tion of owledge en and apply lways %
observations self-assessment Indicator 3.4. Statements Results	Nr. 3 0 Price for child and unb	33.3 00.0 ing, ending the independent to expresion expression of opply	No. 5 0 0 divide expension of the second of	s. % 55.56 00.00 uraging idual comperiences on in a supply s. % 11.11	Nr. 1 10 and ntribus, kno	% 11.11 100.00 looking tion of owledge en and apply lways % 55.56
observations self-assessment Indicator 3.4. Statements Results observations	Nr. 3 0 Price for child and unbb Doe ar Nr. 3 0 It guid rest	33.3 00.0 ing, enthe indren to expresiased week not opply % 33.3 00.0 implemating stropation	So es Nu 1 1 1 nent rate; o	55.56 00.00 uraging idual coperience on in accommendation in acc	Nr. 1 10 and ntribus, known op And Nr. 5 9 ive supp	11.11 100.00 looking tion of owledge en and apply lways % 55.56 90.00 positive
observations self-assessment Indicator 3.4. Statements Results observations self-assessment Indicator	Nr. 3 0 Price for chill and unb. Doe ap Nr. 3 0 It guice restrements	33.3 00.0 ing, enthe indren to expresiased week not opply % 33.3 00.0 implemating stropation	No. 5 0 0 cex ssice ay. 1 1 nent rate on of	s. % 55.56 00.00 uraging idual comperience on in a septy	Nr. 1 10 and ntribus, kno n op A al Nr. 5 9 ive supple an	11.11 100.00 looking tion of owledge en and apply lways % 55.56 90.00 positive port the
observations self-assessment Indicator 3.4. Statements Results observations self-assessment Indicator 3.5. Statements	Nr. 3 0 Price for child and unb Doe ar Nr. 3 0 It guid rest pres	33.3 00.0 ing, enthe independent to expresized where the second of the s	So es Nr 1 1 1 1 ent trate; on of es	r. % 55.56 00.00 uraging idual comperiences on in a supply service that f justice f dignity.	Nr. 1 10 and ntribus, known op A al Nr. 5 9 ive supple and A al	11.11 100.00 looking tion of owledge en and apply ways % 55.56 90.00 positive port the nd the
observations self-assessment Indicator 3.4. Statements Results observations self-assessment Indicator 3.5. Statements Results	Nr. 3 0 Price for child and unbb Doe ap Nr. 3 0 It guice reste press Doe ap Nr.	33.3 00.0 ing, enthe indren to expresiased we say the service of t	No second	s. % 55.56 00.00 uraging idual coperience on in a sapply service of the first of dignity. ometim sapply service of dignity.	Nr. 1 10 and ntribus, known op A al Nr. 5 9 ive supple and Nr.	11.11 100.00 looking tion of owledge en and apply lways % 55.56 90.00 positive port the nd the apply lways %
observations self-assessment Indicator 3.4. Statements Results observations self-assessment Indicator 3.5. Statements	Nr. 3 0 Price for child and unb Doe ar Nr. 3 0 It guid rest pres	33.3 00.0 ing, enthe independent to expresized where the second of the s	So es Nr 1 1 1 1 ent trate; on of es	r. % 55.56 00.00 uraging idual comperiences on in a supply service that f justice f dignity.	Nr. 1 10 and ntribus, known op A al Nr. 5 9 ive supple and A al	11.11 100.00 looking tion of owledge en and apply tways % 55.56 90.00 positive port the nd the

Table 13. Principle 4: Inclusion is promoted through partnerships with families.

Indicator 4.1.	serv	rices ca	an t		ved	out how to show sity.
Statements	aţ	es not	es	ometim s apply	a	Apply Iways
Results	Nr.	%	Nı	. %	Nr.	%
observations	4	44.4	5	55.56	0	00.00
self-assessment	0	0.00	2	20.00	8	80.00
4.2.	incl	uding a ilies w	advo	ocacy an	d sup	oport for special
Statements	Do	es not	S	ometim	I	Apply
	at	ply	es	apply	a	lways
Results	Nr.	%	Nı	. %	Nr.	%
observations	3	33.3	1	11.11	5	55.56
self-assessment	0	0.00	3	30.00	7	70.00
Indicator 4.3.	to Disc and refle	create cusses challe	in the engen	an incl his plan es, obse ated to t	lusion the si	ecialists plan. uccesses ons and dividual
(12)	Do	es not	S	ometim		Apply
Statements	at	oply		apply		lways
			N ₁	· /o	Nr.	V/0
Results observations	Nr.	33.3	N ₁	66.67	Nr.	00.00

3.4. Priority area "Health, well-being, nutrition"

Table 14. Principle 1: Every child's health is encouraged.

Indicator	TO SERVICE STATE OF	_		afe envi		
1.1.	1	notes l-being		developi	nent	and
Statements	100 to 10	es not	2.5	ometim		Apply
Results	ar Nr.	ply %	N ₁	apply %	Nr.	lways %
observations	0	00.0	3	33.33	6	66.67
self-assessment	0	00.0	0	00.00	10	100.0
Indicator	Pro	noting	and	maintai		effective
1.2.				ices that		
				ectious	disea	ses and
Statements		es not	_	y habits.	Δ	Apply
Statements		ply		apply		lways
Results	Nr.	%	Nı		Nr.	%
observations	1	11.1	2	22.22	7	77.78
self-assessment	0	0.00	0	00.00	10	100.0
Indicator	Imn	nunizat	ion	inforr	natio	n and
1.3.		etables		are p		
				ents to in mely ma		ize their
Statements		es not		ometim		Apply
		ply		apply	37	lways
Results	Nr.	%	Nı	. %	Nr.	%
observations	2	22.2	6	66.67	1	11.11
self-assessment	0	0.00	0	00.00	10	100.0
Indicator				edures to		
1.4.				ries that artbeat, a		
				ducation		mie and
Statements	Do	es not	S	ometim	Α	Apply
	_	ply		apply		lways
Results	Nr.	%	Nı		Nr.	%
self-assessment	2	22.2	6	66.67	1	11.11
	0	00.0	0	00.00	10	100.0
Indicator 1.5.	133			regular l g of thei		
1.5.		erlined		g or unci	Outc	onics is
Statements		es not	S	ometim		pply
D 1		ply		apply	1,000	lways
Results	Nr.	%	Nı	66.6	Nr.	%
self-assessment	- 611	22.2	6	100,000,000,00	1	11.11
Indicator	0 T+	00.0	1	10.0 he child	9	90.00 eed for
1.6.	4000000	satisfie		he child ty, as we		
1.0.	slee			., us w	43	Loor und
Statements	Do	es not	17.5	ometim		pply
D1+		ply 0/		apply	12.21	lways %
Results	Nr.	%	Nı		Nr.	
OUSCIVATIONS	1 1	1111	- 7	,,,,,		
self-assessment	0	00.0	0	00.00	6 10	66.67 100.0

Table 15. Principle 2: Meeting the nutritional needs of the child.

To 45	D	1	• SUPACE	***** *******	Marian Series	1 1
Indicator	THE PROPERTY OF	astfeed:			porte	
2.1.		rmation				nd the
		ditions rided.	1	facilitatin	ıg	it are
Statements	_	es not	C.	ometim		Apply
Statements		ply		and the same of the same of	1111	appiy lways
Results	Nr.	ргу %	N	apply %	Nr.	iways %
observations				14-5x, 14-14-14-25-1	W. W.	Securities.
	4	44.4	5	55.56	0	00.00
self-assessment	0	0.00	2	20.00	8	80.00
Indicator		port		ncluding		through
2.2.				Ithy eati		
				ı; there i		
				ppropriat		
	are taile	cuiti red.	ıralı	y and	re	gionally
Statements		es not	S	ometim	A	Apply
	ap	ply	1/1/	apply	3/1/29	lways
Results	Nr.	%		. %	Nr.	%
observations	1	11.1	6	66.67	2	22.22
self-assessment	0	0.00	0	00.00	10	100.00
Indicator	Ens	ure tha	t fo	od meet	s the	dietary
2.3.	requ	iremer	its (of childr	en ar	nd takes
	into	accou	ınt	allergies	s to	certain
	food	ls.				77.4
Statements	Doe	es not	S	ometim	51.7	Apply
7570 80.00		ply		s apply	100 100 100 100	lways
Results	Nr.	%	Nı		Nr.	%
observations	0	0.00	7	77.78	2	22.22
self-assessment	0	0.00	0	00.00	10	100.00
Indicator				cedures		
2.4.				d servin		ood are
	follo	owed a	nd e	ncourage	ed.	
C	-		~			or or other trans
Statements		es not	(5.7)	ometim		Apply
D 14	Nr.	ply		s apply		lways
Results observations	100	%	N		Nr.	%
	0	0.00	7	77.78	2	22.22
self-assessment						
self-assessment	0 D	00.0	7	77.78	2	22.22
Indicator	Res	earchin	g	and disc	cussir	ng with
	Res fam	earchin ilies (a	g	and disc their se	cussir rvice	ng with s), food
Indicator	Res fam and	earchin ilies (a hygie	g and ene	and disc their se practic	cussir rvice es ti	ng with s), food hat are
Indicator	Res fam and prov	earchin ilies (a hygie	g and ene	and disc their se	cussir rvice es ti	ng with s), food hat are
Indicator	Res fam and prov inst	earchin ilies (a hygie vided	g and ene in	and disc their se practic	cussir rvice es ti ildho	ng with s), food hat are
Indicator 2.5.	Res fam and prov inst	earchin ilies (a hygio vided itutions	g and ene in	and disc their se practice early ch	cussir rvice es ti ildho	ng with s), food hat are od care
Indicator 2.5. Statements Results	Res fam and prov inst	earchin ilies (a hygie vided i itutions es not	g and ene in Se	and disc their se practice early ch	cussir rvice es ti ildho	ng with s), food hat are od care
Indicator 2.5. Statements Results observations	Res fam and prov inst	earchin ilies (a hygie vided i itutions es not oply	g and ene in Se	and disc their se practice early ch ometim s apply	cussir rvice es ti ildho	ng with s), food hat are od care Apply lways
Indicator 2.5. Statements Results	Res fam and prov inst: Doe ap Nr.	earchin ilies (a hygie vided i itutions es not oply %	g and ene in Se es	and disc their se practice early ch ometim s apply	rvices the ildho	ng with s), food hat are od care Apply lways %

Table 16. Principle 3: Health care and nutrition are a source of pleasure and effection.

Indicator 3.1.	sou	rce of	ple	trition as asure as between	part	of the
	0.0 100 000 000 000	ning.				
Statements		es not	S	ometim		Apply
Statements		oply		s apply		lways
Results	Nr.	% %	N		Nr.	%
observations	2	22.2	7	77.78	0	00.00
self-assessment	0	00.0	0	00.00	10	100.00
Indicator	The	active	par	ticipation	n of t	he child
3.2.				ies is end		
Statements		es not		ometim		Apply
Statements		ply		s apply		lways
Results	Nr.	%	N		Nr.	%
observations	1	11.1	3	33.33	6	66.67
self-assessment	1	11.1	3	33.33	6	66.67
		11.1		33.33	0	00.07
Indicator	Act	ivities	rela	ated to	nutrit	ion and
Indicator 3.3.	Act	ivities	rela	7.6.7	nutrit	ion and
	Act	ivities that n	rela	ated to	nutrit	ion and al needs
	Act care of	ivities that n	rela neet	ated to a	nutrit	ion and al needs
	Act care of ence	ivities that r childr	rela neet en	ated to a t the ind are pa	nutrit ividu ovide	ion and al needs ed and
3.3.	Act care of ence	ivities that r childr ouraged es not	rela neet en 1.	ated to at the indicare prometim	nutrit ividu rovide	ion and al needs ed and Apply
3.3.	Act care of ence Doc	ivities that r childr ouraged	rela neet en 1.	t the indi	nutrit ividu rovide	ion and al needs ed and Apply Iways
3.3. Statements	Act care of ence Doc	that n childrouraged es not oply	rela neet en 1.	ated to at the indicare prometim	nutrit ividu rovide A	ion and al needs ed and Apply
3.3. Statements Results	Act care of ence Doo ap Nr.	that rechildred that rechildre	rela neet en 1. Se Ni	ated to at the ind are prometimes apply	nutrit ividus rovide a Nr.	ion and al needs ed and Apply lways
Statements Results observations	Act care of ence Doo ap Nr. 3	tivities that rechildred the third third third third third the third thi	rela neet en il. Se ex Ni	ometim s apply t. %	nutrit ividus rovide a Nr. 1	and
3.3. Statements Results observations self-assessment	Act care of ence Doo ap Nr. 3	vities e that r childrouragedes not opply % 33.3 00.0 ere are	relaneeten d. So es Ni 5	ometim s apply t. % 55.56 00.00 close a	nutrit ividu rovide a Nr. 1	al needs and Apply lways % 11.11 100.00 positive
3.3. Statements Results observations self-assessment Indicator	Act care of ence Doo ap Nr. 3	vities e that r childrouraged es not opply % 33.3 00.0	relameeten See Ni Substitution of the second of the seco	ometim s apply t. % 55.56 00.00 close a during r	nutritividus rovide a Nr. 1 10 and nutriti	Apply lways % 11.11 100.00 positive on and
3.3. Statements Results observations self-assessment Indicator	Act care of ence Doo ap Nr. 3	vities e that r childrouraged es not opply % 33.3 00.0	relameeten Solo ee No one no one no one no one no one	ometim s apply t. % 55.56 00.00 close a	nutritividus ovide a Nr. 1 10 and autriti	Apply lways % 11.11 100.00 positive on and
Statements Results observations self-assessment Indicator 3.4.	Act care of ence Doo ap Nr. 3	wities that r childrouraged es not oply % 33.3 00.0 ere arraction e that eres not	relameeten See See See See See See See See See Se	ometim s apply r. % 55.56 00.00 close a during rece attack	nutritividus ovide a Nr. 1 10 and autritiumen	Apply lways % 11.11 100.00 positive on and t. Apply
Statements Results observations self-assessment Indicator 3.4.	Act care of ence Doo ap Nr. 3	wities that rechildrouraged es not oply % 33.3 00.0 ere are raction e that eres not oply	relameeten See See See See See See See See See Se	ometim s apply r. % 55.56 00.00 close a during r nce attach ometim s apply	nutritividus ovide a Nr. 1 10 and autritiumen	Apply lways % 11.11 100.00 positive on and
Statements Results observations self-assessment Indicator 3.4. Statements	Act care of ence Doo ap Nr. 3	wities that rechildrouraged es not oply % 33.3 00.0 ere are raction e that eres not oply	relameeten d. See Ni 5 0 ee See Chhartes See See See See See See See See See S	ometim s apply r. % 55.56 00.00 close a during rece attack ometim s apply	nutritividus ovide a Nr. 1 10 and nutritiment a	Apply lways % 11.11 100.00 positive on and t. Apply lways

Table 17. Principle 4: Every child is protected from violence, lack of care and injury by promoting appropriate practices, prevention and intervention.

Results Does not apply apply always Nr. % Nr.	Indicator 4.1.	and iden lack heal	physic stifies s of ca	al sign are and	monitor condition s of viol- that affe inform	of of cence	children, and / or
Results Nr. % Nr. % Nr. % Nr. % Nr. % Observations 1 11.1 2 22.22 6 66.67	Statements	Doe	es not			1	Apply
Does not Sometim Apply always Results O O O O O O O O O	-						
self-assessment 0 00.0 8 80.00 2 20.00 Indicator 4.2. The specialist follows established procedures for recommendations and work with families when children show signs of atypical behavior, depression or anxiety. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % Nr. % Nr. % observations 3 33.3 6 66.67 0 00.00 Indicator 4.3. The specialist maintains families during a crisis, stress, and maternal or depression. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % Nr. % Nr. % observations 9 100 0 00.00 0 00.00 Indicator 4.4. The specialist knows the roles, legal responsibilities and procedures to protect children at risk of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply always Nr. % Nr.			100000				
Indicator 4.2. The specialist follows established procedures for recommendations and work with families when children show signs of atypical behavior, depression or anxiety. Statements Does not Sometim Apply always Nr. %		1	11.1	2	22.22	6	66.67
4.2. procedures for recommendations and work with families when children show signs of atypical behavior, depression or anxiety. Statements Does not Sometim Apply always Nr. % Nr.	self-assessment	0	0.00	8	80.00	2	20.00
Results Nr. % Nr.		proc and chil	edures work dren s	f t t hou lepr	or reco with far w signs ession or	mme nilies of anxi	ndations when atypical ety.
Results Nr. % Nr. % Nr. %	Statements						
observations 3 33.3 6 66.67 0 00.00 self-assessment 0 00.0 4 40.00 6 60.00 Indicator 4.3. The specialist maintains families during a crisis, stress, and maternal or depression. Statements Does not Sometim apply es apply always Nr.	Dle.	"					
self-assessment 0 00.0 4 40.00 6 60.00 Indicator 4.3. The specialist maintains families during a crisis, stress, and maternal or depression. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % Nr. % Nr. % Observations 9 100 0 00.00 0 00.00 self-assessment 2 20.0 8 80.00 0 00.00 Indicator 4.4. The specialist knows the roles, legal responsibilities and procedures to protect children at risk of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply always Nr. % Nr.					STANFA CO.	7.5	Same and the
Indicator 4.3. The specialist maintains families during a crisis, stress, and maternal or depression. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % Nr. % observations 9 100 0 00.00 0 00.00 Indicator 4.4. The specialist knows the roles, legal responsibilities and procedures to protect children at risk of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % observations 4 44.4 3 33.33 2 22.22				-	227277777	-	00.00
4.3. during a crisis, stress, and maternal or depression. Statements Does not Sometim apply es apply always Nr. % Nr. % Nr. % Nr. % Nr. % observations 9 100 0 00.00 0 00.00 Indicator 4.4. The specialist knows the roles, legal responsibilities and procedures to protect children at risk of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % Nr. % observations 4 44.4 3 33.33 2 22.22	seif-assessment	0	0.00	4	40.00	6	60.00
Statements Does not apply es apply always Results Nr. % Nr. % Nr. % observations 9 100 0 00.00 0 00.00 self-assessment 2 20.0 8 80.00 0 00.00 Indicator 4.4. The specialist knows the roles, legal responsibilities and procedures to protect children at risk of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply es apply always Results Nr. % Nr. % Nr. % observations 4 44.4 3 33.33 2 22.22		duri	ng a c	risis			
Results Nr. % Nr. % Nr. % observations 9 100 0 00.00 0 00.00 self-assessment 2 20.0 8 80.00 0 00.00 Indicator 4.4. The specialist knows the roles, legal responsibilities and procedures to protect children at risk of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % Nr. % observations 4 44.4 3 33.33 2 22.22	Statements	_		S		1	Apply
observations 9 100 0 00.00 0 00.00 self-assessment 2 20.0 8 80.00 0 00.00 Indicator 4.4. The specialist knows the roles, legal responsibilities and procedures to protect children at risk of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % Nr. % observations 4 44.4 3 33.33 2 22.22	2					555657	
self-assessment 2 20.0 8 80.00 0 00.00 Indicator 4.4. The specialist knows the roles, legal responsibilities and procedures to protect children at risk of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % Nr. % observations 4 44.4 3 33.33 2 22.22							
Indicator 4.4. The specialist knows the roles, legal responsibilities and procedures to protect children at risk of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % Nr. % Nr. % Nr. % observations 4 44.4 3 33.33 2 22.22		9	100	0	00.00	0	00.00
4.4. responsibilities and procedures to protect children at risk of violence and / or lack of care, including knowledge of how to keep in touch with a family suspected of violence against the child. Statements Does not Sometim Apply es apply always Nr. % Nr. % Nr. % Nr. % observations 4 44.4 3 33.33 2 22.22	self-assessment	_		_		-	
Statements Does not apply Sometim es apply always Apply always Results Nr. % Nr. % Nr. % observations 4 44.4 3 33.33 2 22.22		resp prot and kno with	onsibil ect chi or wledge a fam	lities ildre laci of nily	s and p en at risk k of car how to l suspecte	roced c of re, in ceep	lures to violence including in touch
apply es apply always Nr. %	Statements	_		_		1	Apply
4 44.4 3 33.33 2 22.22	Results					a	lways
self-assessment 1 10.0 7 70.00 2 20.00	observations	4	44.4	3	33.33	2	22.22
	self-assessment	1	10.0	7	70.00	2	20.00

3.5. Priority area "Development and Learning"

Table 18. Principle 1: The development of children is holistically approached.

			7	. F F		
Indicator	The	specia	1ist	should fo	ollow	and / or
1.1.				iculum t		
	area	s of e	expe	rience i	n the	child's
	holi	stic de	ve1o	pment.		
Statements	Do	es not	S	ometim	P	Apply
	at	oply	e	apply	a	lways
Results	Nr.	%	N	r. %	Nr.	%
observations	0	0.00	4	44.44	5	55.56
self-assessment	0	0.00	1	10.00	9	90.00
Indicator	The	specia	list	integrat	es the	e child's
1.2.	prev	vious e	xpe	rience is	n intr	oducing
		experi				_
Statements	Do	es not	S	ometim	A	Apply
	at	ply	e	apply	a	lways
Results	Nr.	%	N		Nr.	%
observations	0	0.00	2	22.22	7	77.78
self-assessment	0	0.00	1	10.00	9	90.00
Indicator	The	specia	list	encoura	iges a	nd uses
1.3.	dive			oaches		learning
	chil	dren.	-			_
Statements	Do	es not	S	ometim	Α	Apply
	at	ply	e	apply		lways
Results	Nr.	%	N		Nr.	%
observations	3	33.3	0	00.00	6	66.67
self-assessment	0	0.00	0	00.00	10	100.00
Indicator	The	specia	list	offers ar	id end	ourages
1.4.		combin			varie	_
		lictable		experie	ences	that
				dy, exp		
				search, a		
		tivity.		,		
Statements		es not	S	ometim	A	Apply
	at	ply	e	s apply		lways
Results	Nr.	%	N		Nr.	%
observations	2	22.2	1	11.11	6	66.67
self-assessment	0	0.00	7	70.00	3	30.00

Table 19. Principle 2: Care is seen as an opportunity for development and learning.

Indicator 2.1. Daily nutrition and health care are encouraged to stimulate children's active participation and autonomy. Statements Does not apply es apply always Nr. % Nr.							
Results Nr. % Nr. Nr. Nr. % Nr	33.1	enc	ourage	d to	stimula	ate cl	nildren's
Results Nr. % Nr. Nr. Nr. % Nr	Statements	Do	es not	S	ometim	Α	pply
Results Nr. % Nr. % Nr. % Nr. % Observations 0 00.0 2 22.22 7 77.78		at	vlg	e	s apply		
observations 0 00.0 2 22.22 7 77.78 self-assessment 0 00.0 0 00.00 10 100.00 Indicator Care and transitions are encouraged that encourage the child to discuss and collaborate in advance, taking into account the child's mood or attention. Apply always Results Nr. % Nr. % Nr. % Observations 2 22.2 7 77.78 0 00.00 self-assessment 6 60.0 2 20.00 2 20.00 Indicator Opportunities are being used to encourage child development in an integrated way in the context of naturally occurring events. Statements Does not Sometim Apply always Results Nr. % Nr. % observations 2 22.2 7 77.78 0 00.00 self-assessment 0 00.0 5 50.00 5 50.00 Indicator 2 22.2 7 77.78 0 00.00	Results						-
Indicator 2.2. Care and transitions are encouraged that encourage the child to discuss and collaborate in advance, taking into account the child's mood or attention. Statements Does not apply es apply always Results Nr. % Nr. % Nr. % Nr. % Observations 2 22.2 7 77.78 0 00.00 self-assessment 6 60.0 2 20.00 2 20.00 Indicator 2.3. Opportunities are being used to encourage child development in an integrated way in the context of naturally occurring events. Statements Does not sometim apply es apply always Results Nr. % Nr. % Nr. % Nr. % Observations 2 22.2 7 77.78 0 00.00 Indicator Caring activities are used to talk to the child. Statements Does not Sometim Apply always Results O 00.0 5 50.00 5 50.00 Indicator 2.4. Caring activities are used to talk to the child. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % Observations 1 11.1 3 33.33 5 55.55	observations	0	0.00	2	22.22	7	77.78
2.2. that encourage the child to discuss and collaborate in advance, taking into account the child's mood or attention. Statements Does not Sometim Apply apply es apply always Results Nr. % Nr. % Nr. % Nr. % Observations 2 22.2 7 77.78 0 00.00 Indicator Opportunities are being used to encourage child development in an integrated way in the context of naturally occurring events. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % Nr. % Observations 2 22.2 7 77.78 0 00.00 Indicator Does not Sometim Apply always Results Nr. % Nr. % Nr. % Nr. % Observations 2 22.2 7 77.78 0 00.00 Indicator Caring activities are used to talk to the child. Statements Does not Sometim Apply apply es apply always Results Nr. % Nr. % Nr. % Nr. % Observations 1 11.1 3 33.33 5 55.55	self-assessment	0	0.00	0	00.00	10	100.00
Results Nr. % Nr.		that and into	encou collab accou	rage	the chi	ld to vance	discuss , taking
Results Nr. % Observations 1 11.1 3 33.33 5 55.55	Statements	Do	es not	S	ometim	A	pply
Results Nr. % Nr. % Nr. %		at	oply.	e	s apply		
Self-assessment 2 22.2 7 77.78 0 00.00	Results						
Indicator Opportunities are being used to encourage child development in an integrated way in the context of naturally occurring events. Statements	observations	2	22.2	7	77.78	0	00.00
2.3. encourage child development in an integrated way in the context of naturally occurring events. Statements	self-assessment	6	60.0	2	20.00	2	20.00
Statements		enc	ourage grated	chi wa	ld develo	opme e cor	nt in an
Results Nr. % Nr.	Statements	Do	es not	S	ometim	A	pply
Results Nr. % Nr. % Nr. %		at	oply	e	s apply		
observations 2 22.2 7 77.78 0 00.00 self-assessment 0 00.0 5 50.00 5 50.00 Indicator Caring activities are used to talk to the child. Statements Does not apply es apply always Nr. % Nr. % Nr. % Results Nr. % Nr. % Nr. % observations 1 11.1 3 33.33 5 55.55	Results						
Indicator Caring activities are used to talk to the child.							
2.4. the child. Statements Does not apply es apply always Results Nr. % Nr. % Nr. % observations 1 11.1 3 33.33 5 55.55	self-assessment	0	0.00	5	50.00	5	50.00
Statements Does not apply Sometim es apply always Apply always Results Nr. % Nr. % Nr. % observations 1 11.1 3 33.33 5 55.55	Indicator	Car	ing act	iviti	es are u	sed to	talk to
apply es apply always Nr. % Nr. % Nr. % Nr. % Nr. % Observations 1 11.1 3 33.33 5 55.55	2.4.		_				
Results Nr. % Nr. % Nr. % observations 1 11.1 3 33.33 5 55.55	Statements	Do	es not	S	ometim	Α	pply
Results Nr. % Nr. % Nr. % observations 1 11.1 3 33.33 5 55.55		at	ply	e	s apply	al	lways
1 11.1 3 33.33 3 33.33							-
self-assessment 0 00.0 0 00.00 10 100.00	observations	1	11.1	3	33.33	5	55.55
	self-assessment	0	0.00	0	00.00	10	100.00

Table 20. Principle 3: Play is a source and strategy for development, well-being and learning is promoted through support. learning.

Indicator	The	specia	list	encoura	ges tl	ne game
3.1.	as			e of		
	exp	loration	1, d	iscovery,	eng	agement
		joy.	307			Lettus:
Statements	Do	es not	S	ometim	Α	Apply
		ply	es	s apply	a	lways
Results	Nr.	%	Nı	. %	Nr.	%
observations	1	11.1	1	11.11	7	77.78
self-assessment	0	0.00	0	00.00	10	100.00
Indicator	The	-				
3.2.				and age		
				rience b		on the
				each chil		
Statements	2000	es not	S	ometim		Apply
Sens 57		ply		s apply	100	lways
Results	Nr.	%	Nı	77 177.77	Nr.	%
observations	2	22.2	1	11.11	6	66.67
self-assessment	0	0.00	0	00.00	10	100.00
Indicator	The	specia	list	realizes t	he ro	le of the
3.3.	key	adults	they	play in	the g	ame and
	the	importa	ance	of bein	g clos	se to the
	chil	d durin	g th	ese expe	rience	es.
Statements	Do	es not	S	ometim	A	Apply
	ag	ply	es	s apply	a	lways
Results	Nr.	%	Nı	r. %	Nr.	%
observations	2	22.2	7	77.78	0	00.00
self-assessment	_					010000000
sen-assessment	0	0.00	1	10.00	9	90.00
Indicator	The	25.72.7	spe	cialist	1	provides
	The	ortuniti	spe es	cialist for child	dren	provides to play
Indicator	The opposit	ortuniti other	spe es ch	cialist for child ildren a	dren nd to	provides to play o enjoy
Indicator	The opposite with plea	ortuniti other	spe es ch	cialist for child ildren a ents toge	dren nd to	provides to play o enjoy in ways
Indicator	The opposite with please that	ortuniti other sant m enco	spe es ch ome	cialist for child ildren a ents toge ge reco	dren nd to ther gnitio	provides to play o enjoy in ways
Indicator	The opposite with please that colli-	ortuniti other sant m enco aborati	spe es ch ome urag	cialist for child ildren a ents toge ge reco vith othe	dren nd to ther gnitions.	provides to play o enjoy in ways on and
Indicator	The opposite with please that collise Doese	ortuniti other sant m enco aboration	spe es ch ome urag	cialist for child ildren a ents toge ge reco vith other	dren and to ther gnitions.	provides to play o enjoy in ways on and
Indicator 3.4.	The opposite please that collist Doese ar	ortuniti other sant m enco aboration	spe es ch ome urag	cialist for child ildren a ents toge ge reco vith other	Idren and to ther gnitions.	provides to play o enjoy in ways on and apply
Indicator 3.4. Statements Results	The opposite please that collist Doese ar	ortuniti other sant m enco aboration	spe es ch ome urag	cialist for child ildren a ents toge ge reco vith othe	Idren and to ther gnitions.	provides to play o enjoy in ways on and
Indicator 3.4. Statements Results observations	The opposite please that collist Doese ar	ortuniti other sant m enco aboration	spe es ch ome urag	cialist for child ildren a ents toge ge reco vith other	Idren and to ther gnitions.	provides to play o enjoy in ways on and apply
Indicator 3.4. Statements Results observations self-assessment	The opposite with please that collist Doese ar Nr.	ortunitia other sant m enco aboratices not oply % 22.2	spe es ch ome uraș on v Sc es Ni 1	cialist for child for chil	Indren and to their gnitions. A all Nr. 6 10	provides to play o enjoy in ways on and apply lways % 66.67
Indicator 3.4. Statements Results observations self-assessment Indicator	The opposite with please that collist Doese are Nr. 2	ortunitia other sant m enco aborationes not oply % 22.2 00.0 specia	spe es choome on v	cialist for child for chil	Indiren and to their gnitions. A aid Nr. 6 10 ges their ges thei	provides to play of enjoy in ways on and apply lways % 66.67 100.00 the game
Indicator 3.4. Statements Results observations self-assessment	The opposite with please that collist Doese ap Nr. 2	ortunitii other sant m enco aboratii es not oply % 22.2 00.0 specia	spe es ch ome on v Sc es Nr 1 0 list	cialist for child ildren a ents toge ge reco vith other ometim s apply 11.11 00.00 encourag open re	Idren and to their gnitions. And all Nr. 6 10 ges the source	provides to play of enjoy in ways on and apply lways % 66.67 100.00 the game
Indicator 3.4. Statements Results observations self-assessment Indicator 3.5.	The opposite that colling ar Nr. 2 0 The by supposite that colling ar Nr. 2 0 The by supposite that the transfer of the transf	ortuniting other sant menco aborations not opply % 22.2 00.0 special provide port creen.	spees choome spon v	cialist for child ildren a ents toge ge reco vith other ometim s apply : % 11.11 00.00 encourag open re e discov	Idren and to their gnitions. A all Nr. 6 10 ges the source ery.	orovides to play o enjoy in ways on and apply lways % 66.67 100.00 ne game ces that
Indicator 3.4. Statements Results observations self-assessment Indicator	The opposite that collist are Nr. 2 0 The by suppose Does	ortunitin other sant m enco aboratices not oply % 22.2 00.0 special providiport crees not	spees choomed spon vorage speed on vorage spee	cialist for child ildren a ents toge ge reco with other ometim s apply 11.11 00.00 encourag open re e discovere	I I I I I I I I I I I I I I I I I I I	provides to play of enjoy in ways on and apply lways % 66.67 100.00 the game dest that
Indicator 3.4. Statements Results observations self-assessment Indicator 3.5. Statements	The opposite that collist Does are Nr. 2 0 The by supposite are processed are processe	ortunitin other sant m enco aborations not oply % 22.2 00.0 special providing out crees not oply	spees es chome on version vers	cialist for child for chil	I dren to the ther there is a distribution of the distr	provides to play of enjoy in ways on and apply lways % 66.67 100.00 fine game des that
Indicator 3.4. Statements Results observations self-assessment Indicator 3.5.	The opposite that collist are Nr. 2 0 The by suppose Does	ortunitin other sant m enco aboratices not oply % 22.2 00.0 special providiport crees not	spees es chome on version vers	cialist for child ildren a ents toge ge reco with other ometim s apply 11.11 00.00 encourag open re e discovere	I dren to the ther there is a distribution of the distr	provides to play of enjoy in ways on and apply lways % 66.67 100.00 the game dest that
Indicator 3.4. Statements Results observations self-assessment Indicator 3.5. Statements Results	The opposite that collist that	ortunitian other sant menco aborations not oply % 22.2 00.0 special provide port crees not oply %	spees es choome on v Scores Nr 1 0 list ing ativ	cialist for child for chil	In the second of	provides to play o enjoy in ways on and apply lways % 66.67 100.00 ne game ces that apply lways % %

Indicator	Res	pondin	g t	o childr	en's	signals,
4.1.				mments		
	759			non-ver		
	l			uestions		
	and			and	multi	-faceted
0.02_00 80 10 10 10		munica				
Statements		es not		Sometim		Apply
	_	ply		apply		lways
Results	Nr.	%	Nı		Nr.	%
observations	1	11.1	7	77.78	1	11.11
self-assessment	0	0.00	0	00.00	10	100.00
Indicator	Lea	rning n	ew	concepts	and	skills is
4.2.	rela	ted to	t	he chile	d's p	previous
	kno	wledge	and	experie	nces.	
Statements		es not		ometim		Apply
	aţ	ply	es	apply	a	lways
Results	Nr.	%	Nı	r. %	Nr.	%
observations	2	22.2	1	11.11	6	66.67
self-assessment	0	0.00	0	00.00	10	100.00
Tp 19		8 3				1.5.7.1.5
Indicator	Chi	ldren a	are	encoura	ged	to take
Indicator 4.3.					_	
	app	ropriate	ris	encoura ks to en	coura	ge their
10 Page 10 Pag	app	ropriate elopme	ris nt a	ks to en nd learn	coura	ge their y taking
10 Page 10 Pag	app: deve an	ropriate elopme	ris nt a	ks to en	coura	ge their y taking
10 Page 10 Pag	app: deve an	ropriate elopme active	ris nt a	ks to en nd learn	coura	ge their y taking
10 Page 10 Pag	appr deve an prol	ropriate elopme active	nt a	ks to en nd learn	coura ing b	ge their y taking
4.3.	approduced an produced Doc	ropriate elopme active olems.	nt a	ks to en nd learn art in s	coura ing b solvin	ge their y taking g their
4.3.	approduced an produced Doc	ropriate elopme active olems.	nt a	ks to en nd learn art in s ometim s apply	coura ing b solvin	ge their y taking g their
4.3. Statements	approduced and produced Documents	ropriate elopme active olems. es not oply	ris nt a pa	ks to en nd learn art in s ometim s apply	coura ing b solvin	ge their y taking g their Apply lways

3.6. Priority area "Monitoring, Documentation, Reflection and Planning"

Table 22. Principle 1: Monitoring provides important information about child development, learning, interests, strengths and needs.

necas.						
Indicator						act of
1.1.				verbal ar		
				he child		
	l			oncrete b		
	_			understa ts decisio		ne cniia
Statements		es not		ometim		Apply
Statements						Appry Iways
Results	Nr.	oply %	N	s apply r. %	Nr.	ways %
observations	0	00.0	9	100.0	0	00.00
self-assessment	0	00.0	1	10.00	9	90.00
Indicator	•	8 3		t partic		
1.2.				bservatio		
1.2.				age, deve		
				and over		
Statements		es not	_	ometim		Apply
	at	ply	l	s apply	ı	lways
Results	Nr.	%	N		Nr.	%
observations	0	0.00	8	88.89	1	11.11
self-assessment	0	0.00	1	10.00	9	90.00
Indicator	The	specia	alist	uses su	rveil	lance to
1.3.				changes		
	prac	tices		necessa		
	chil	d.			-10	,
Statements	1752 ET	es not		ometim		Apply
152200 - 64		ply		s apply		lways
Results	Nr.	%	N	r. %	Nr.	%
observations	3	33.3	1	11.11	5	55.56
self-assessment	0	0.00	1	10.00	9	90.00
Indicator		7.0		uses of		
1.4.	mar	37 B) 65	ınd	177 75.77		
				of the chi		
Statements		es not		ometim		Apply
D14		ply		s apply		lways
Results observations	Nr.	%	IN1	. %	Nr.	%
	-				- °	
1	3	33.3		11.11	5	55.56
self-assessment	0	00.0	1	11.11 40.00	6	60.00
self-assessment Indicator	0 Use	00.0 s monit	1 4 torii	11.11 40.00 ng and so	6 reeni	60.00 ng tools
self-assessment	0 Use	00.0 s monit	1 4 torii	11.11 40.00 ng and so identify	6 creeni	60.00 ng tools possible
self-assessment Indicator	0 Use as a	00.0 s monit a way ys in	1 4 torii of der	11.11 40.00 ng and so identify velopmer	6 reeni	60.00 ng tools possible isability,
self-assessment Indicator	Use as a dela mal	00.0 s monit a way ys in nutritio	detoring	11.11 40.00 ng and so identify velopmer chron	6 reeni	60.00 ng tools possible
Indicator 1.5.	Use as a dela mal	00.0 s monit a way ys in nutritio	detoring	40.00 ng and so identify velopmer chron ior.	freeni ring nt, di ic	60.00 ng tools possible isability, illness,
self-assessment Indicator	Use as a dela mal atyp Doe	on one of the second of the se	der der n,	11.11 40.00 ang and so identify velopmer chronior.	freeniring part, di	60.00 ng tools possible isability, illness,
Indicator 1.5. Statements	Use as a dela mali atyp Doe	on 00.0 s monita way ye in nutrition oical bear not oply	torin of den n, hav	40.00 ng and so identify velopmer chronior. ometim s apply	6 reenii ring ; nt, di ic	60.00 ng tools possible isability, illness,
Indicator 1.5.	Use as a dela mal atyp Doe	on one of the second of the se	der der n,	40.00 ng and so identify velopmer chronior. ometim s apply	freeniring part, di	60.00 ng tools possible isability, illness,
Indicator 1.5. Statements Results	Use as a dela mali atyr Doe ar Nr.	on one of the second of the se	torin of den n, hav	11.11 40.00 Ing and so identify velopmer chronior. Ingential commetting sapply sappl	freeni ring nt, di ic A al Nr.	60.00 ng tools possible isability, illness, Apply lways %

Table 23. Principle 2: Monitoring is most useful when documenting, analyzing and sharing with parents / families and other people involved in the care and well-being of the child.

the child.						
Indicator	The	spe	ecia	list re	ecord	s the
2.1.	obse			in a co	mpre	hensible
	and	object:	ive	way so	that t	hey can
	be	shared	eas	sily with	othe	ers who
	also	work	W	ith the	chile	d (with
	perr	nission	fro	m the pa	rents)	
Statements		es not		metime		Apply
120		ply		apply	0.000	lways
Results	Nr.	%		. %	Nr.	%
observations	1	11.1	8	88.89	0	00.00
self-assessment	0	0.00	3	30.00	7	70.00
Indicator	The	specia	list	uses var	rious	tools as
2.2.				o record		d / or
				ervations		ncluding
		dental		recording		stories,
				s, audio		
			$\overline{}$	wings an		
Statements		es not	l	ometim	100	Apply
		ply		sapply	4.5	lways
Results	Nr.	%	Nı	. %	Nr.	%
observations	6	66.6	2	22.22	1	11.11
self-assessment	0	0.00	4	40.00	6	60.00
Indicator	The	speci	alis	t uses	a sys	stem to
2.3.				nitoring	an	d file
				at inform		can be
	used	l for		sharing,	sc	reening,
	eval	uation,	and	l plannin	g pur	poses.
	1,3 (1)			A TOTAL STATE OF THE STATE OF		
Statements	Doe	es not	S	ometim	Α	Apply
Statements		es not oply		ometim s apply		Apply lways
Results				sapply		
Results observations	aŗ	ply	es	s apply	a	lways
Results	ar Nr.	pply %	Ni 2	s apply	ai Nr.	lways %
Results observations self-assessment Indicator	ar Nr. 7	77.7 00.0	Pi Ni 2	s apply r. % 22.22	Nr. 0	00.00 60.00
Results observations self-assessment	Nr. 7 0 The with	77.7 00.0 specia	Ni 2 4 alist	22.22 40.00 shares	Nr. 0 6 obse	96 00.00 60.00 ervations other
Results observations self-assessment Indicator	Nr. 7 0 The with prof	77.7 00.0 specia	Ni 2 4 alist	s apply r. % 22.22 40.00 shares lies a (when	Nr. 0 6 obse	00.00 60.00 rvations other parental
Results observations self-assessment Indicator	Nr. 7 0 The with profi	77.7 00.0 specia fessiona nission	No 2 4 alistamilals	s apply 22.22 40.00 shares (when granted)	Nr. 0 6 obse	00.00 60.00 ervations other parental ing with
Results observations self-assessment Indicator	Nr. 7 0 The with profi	77.7 00.0 specia facessiona nission child to	Ni 2 4 alist	22.22 40.00 shares lies (when granted) sure sear	Nr. 0 6 obse	00.00 60.00 ervations other parental ing with care for
Results observations self-assessment Indicator	Nr. 7 0 The with profite the	77.7 00.0 special fa dessional mission child to	No 2 4 alist amil	s apply 22.22 40.00 s shares lies (when granted) sure sear d engag	Nr. 0 6 obse	% 00.00 60.00 ervations other parental ing with care for in any
Results observations self-assessment Indicator	Nr. 7 0 The with profiperr the interior	pply % 77.7 00.0 special facessionamission child to child reference	Alistamilals is gen an e	sapply 22.22 40.00 shares lies (when granted) sure sear d engag and inv	Nr. 0 6 obse	00.00 60.00 ervations other parental ing with care for
Results observations self-assessment Indicator 2.4.	Nr. 7 0 The with prof perr the interothe	pply % 77.7 00.0 special facessionanission child to child rferencer service	No en an e a ces.	sapply 22.22 40.00 shares lies (when granted) sure sear d engag and inv	Nr. 0 6 obseted and nework nless ging olven	00.00 60.00 ervations other parental ing with care for in any nent of
Results observations self-assessment Indicator	Nr. 7 0 The with profiperr the intercother	pply % 77.7 00.0 special facessionanission child to child reference er services not	No 2 4 4 4 alist als is go en an ee aces.	sapply 22.22 40.00 shares lies (when granted) sure sear d engag and inv	Nr. 0 6 observand work nless ging olven	1 ways 96 00.00 60.00 ervations other parental ing with care for in any ment of
Results observations self-assessment Indicator 2.4.	Nr. 7 0 The with profiperr the interothe other	pply % 77.7 00.0 special facessionanission child to child reference er services not oply	Ni 2 4 4 alist amil als is go en an e a ces.	sapply 22.22 40.00 shares lies (when granted) sure sear d engag and inv ometim s apply	al Nr. 0 6 observed work nless ging olven	1 ways 96 00.00 60.00 ervations other parental ing with care for in any ment of
Results observations self-assessment Indicator 2.4.	Nr. 7 0 The with profiperr the intercother	pply % 77.7 00.0 special facessionanission child to child reference er services not	Ni 2 4 4 alist amil als is go en an e a ces.	sapply 22.22 40.00 shares lies (when granted) sure sear d engag and inv	Nr. 0 6 observand work nless ging olven	1 ways 96 00.00 60.00 ervations other parental ing with care for in any ment of
Results observations self-assessment Indicator 2.4. Statements Results	Nr. 7 0 The with profite the intercother Nr.	pply % 77.7 00.0 special fessionanission child to child reference reservices not pply %	2 4 alist amilials is go en an e a ces.	s apply 22.22 40.00 shares lies (when granted) sure sear d engag and inv ometim s apply 5. %	al Nr. 0 6 obset and n work nless ging olven A n Nr.	1 ways 96 00.00 60.00 rivations other parental ing with care for in any nent of Apply lways 96
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Table 24. Principle 3: The joint discussion of children's observations and the documentation of their learning and socialization experiences motivates the review of professional practices and their future improvement.

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sen-assessment 4 40.0 2 20.00 4 40.00	Results observations self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements Results	arg Nr. 7 0 The with profiperrithe the intercother Documents of the hour documents of th	pply % 77.7 00.0 special facessions mission child to child reference reservices not pply % 22.2 00.0 special s	No. 2 4 4 4 4 4 4 6 6 7 7 2 1 1 1 1 1 1 1 1 1 1 1 1	s apply 22.22 40.00 shares lies (when granted) sure sear d engag and inv metim s apply 77.78 20.00 st specimate with off ild care. metim s apply with off ild care.	Nr. 0 6 obsee and n work nless ging olven A a Nr. 0 8 fies wing ner ke	ways % 00.00 60.00 ervations other parental ing with care for in any ment of Apply lways % 00.00 80.00 specific the ey adults Apply lways % %
	Results observations self-assessment Indicator 2.4. Statements Results observations self-assessment Indicator 2.5. Statements Results observations	arg Nr. 7 0 The with profiperr the intercother of the Nr. 2 0 The hour doct involved arg Nr. 8	pply % 77.7 00.0 special facessiona nission child to child to child reference er services not pply % 22.2 00.0 special	Ni 2 4 4 alist is g o en an e a ces. So es res res res res res res res res res	s apply c. % 22.22 40.00 c shares lies a (when granted) sure sear d engag and inv 77.78 20.00 ct specific revie a with off ild care. ometim s apply c. % 11.11	and Nr. 0 6 observand nr. 0 8 8 ffies rwing ner kee	lways 96 00.00 60.00 ervations other parental ing with care for in any nent of Apply lways 96 00.00 specific the ey adults Apply lways 96 00.00

Table 25. Principle 4: Long-term and short-term planning is based on individual children's strengths and needs.

Cilitaten s su						
Indicator 4.1.	used chil- char inte	to de d lea nges th raction	velo urnin at n	and document of long, income to be full the administration of the	erm p ludin e mad lult v	olans for g any le to the
Statements	Doe	es not	S	ometim	Α	Apply
	ar	ply		s apply	a	lways
Results	Nr.	%	Nı		Nr.	%
observations	7	77.7	2	22.22	0	00.00
self-assessment	0	0.00	1	10.00	9	90.00
Indicator	Plar	is at	e	created	fo	or the
4.2.				for fut		
				ed on th		
	inte	rests,	stre	ngths a	nd n	eeds of
	eacl	n child.				
Statements		es not	S	ometim	P	Apply
	ag	ply	es	s apply	a	lways
Results	Nr.	%	Nı	r. %	Nr.	%
observations	8	88.8	1	11.11	0	00.00
self-assessment	0	0.00	9	90.00	1	10.00
Indicator 4.3.	chil with the mak	d's ma n mater sum	nag ials oun	owed, fo ement, a , people iding es when	s it i and r envir and	interacts nature in conment, when it
Statements		es not	S	ometim		Apply
	ag	ply	es	s apply	a	lways
Results	Nr.	%	Nı	. %	Nr.	%
observations	1	11.1	8	88.89	0	00.00
self-assessment	0	0.00	6	60.00	4	40.00

3.7. Priority area "Supporting Environments"

Table 26. Principle 1: The environment encourages the emotional well-being of each child.

observations 0 00.0 3 33.33 6 66 self-assessment 0 00.0 1 10.00 9 90 Indicator The specialist provides a place rest, sleep and relaxation. Statements Does not Sometim Apply apply es apply always Nr. % Nr. % Nr. observations 0 00.0 2 22.22 8 88 self-assessment 0 00.0 1 10.00 9 90 Indicator The specialist has expectations directs the behavior of the child way that matches and is appropared for the age of the child. Statements Does not Sometim Apply es apply always Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66 Indicator The specialist maintains a phy and emotional environment minimizes conflicts and for positive interactions among you children by providing suffice resources and positive interferent Statements Does not Sometim Apply apply es apply always not interactions among you children by providing suffice resources and positive interferent Statements Does not Sometim Apply apply es apply always not supply es apply	cniia.						
1.1. familiarity with stressors in surrounding environment and stressors to reduce them. Statements Does not apply es apply always apply es apply always Nr. % Nr. % Nr. % Nr. observations Indicator The specialist provides a place rest, sleep and relaxation. Statements Does not Sometim Apply es apply always Results Nr. % Nr. % Nr. % Nr. observations Indicator The specialist has expectations of the child way that matches and is appropriate for the age of the child. Statements Does not Sometim Apply es apply always that matches and is appropriate for the age of the child. Statements Does not Sometim Apply es apply always Nr. % Nr. % Nr. % Nr. observations Indicator The specialist has expectations directs the behavior of the child way that matches and is appropriate for the age of the child. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % Nr. observations Indicator The specialist maintains a phy and emotional environment minimizes conflicts and for positive interactions among year children by providing sufficiences apply es apply always resources and positive interferent Statements Does not Sometim Apply es apply always Nr. % Nr.	Indicator	The	sp	ecia	alist	demo	nstrates
Statements Does not apply es apply always apply es apply always apply es apply always apply always apply es apply always and emotional environment minimizes conflicts and for apply es apply always a	1.1.	fam				sors	in the
Statements Does not apply es apply always Nr. % Nr. % Nr. % Nr. observations 0 00.0 3 33.33 6 66 66 66 66 6							
Results Does not apply es apply always Nr. %		100		_			
Results Nr. % Nr. % Nr. observations 0 00.0 3 33.33 6 666 self-assessment 0 00.0 1 10.00 9 90 Indicator The specialist provides a place rest, sleep and relaxation. Statements Does not Sometim Apply apply es apply alway Nr. % Nr. % Nr. observations 0 00.0 2 22.22 8 88 self-assessment 0 00.0 1 10.00 9 90 Indicator The specialist has expectations directs the behavior of the child way that matches and is approprior for the age of the child. Statements Does not Sometim Apply es apply alway Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 666 Indicator The specialist maintains a phy and emotional environment minimizes conflicts and fo positive interactions among you children by providing suffice resources and positive interferent Statements Does not Sometim Apply apply es apply alway napply es apply napply es apply napply napply napply napply napply napply napply napply	Statements			_		_	\ nnlv
Results Nr. % Nr. % Nr. observations 0 00.0 3 33.33 6 666 self-assessment 0 00.0 1 10.00 9 90 Indicator The specialist provides a place rest, sleep and relaxation. Statements Does not Sometim Apply apply es apply always Nr. % Nr. % Nr. observations 0 00.0 2 22.22 8 88 self-assessment 0 00.0 1 10.00 9 90 Indicator The specialist has expectations directs the behavior of the child way that matches and is approper for the age of the child. Statements Does not Sometim Apply es apply always Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66 Indicator The specialist maintains a phy and emotional environment minimizes conflicts and for positive interactions among you children by providing sufficiences apply always napply es apply always interactions among you children by providing sufficiences apply always Nr. % Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 666 Mr. % Nr.	Statements			1			
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1.2. rest, sleep and relaxation. Statements Does not Sometim apply es apply always. Results Nr. % Nr. % Nr. observations 0 00.0 2 22.22 8 888 self-assessment 0 00.0 1 10.00 9 90 Indicator The specialist has expectations directs the behavior of the child way that matches and is appropriate for the age of the child. Statements Does not Sometim Apply es apply always. Results Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 660 Indicator The specialist maintains a phy and emotional environment minimizes conflicts and for positive interactions among you children by providing sufficience of the child surply apply es apply always. Statements Does not Sometim Apply and emotional environment minimizes conflicts and for positive interactions among you children by providing sufficience of the child surply es apply always. Results Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 660	self-assessment	0	0.00	1	10.00	9	90.00
1.2. rest, sleep and relaxation. Statements Does not apply es apply always apply es apply always always apply es apply always apply es apply always apply es apply es apply always apply es apply es apply es apply es apply es apply es apply always apply es apply es apply es apply always and emotional environment minimizes conflicts and for apply es apply es apply and emotional environment minimizes conflicts and for apply es apply and emotional environment minimizes conflicts and for apply es apply always and emotional environment minimizes and positive interactions among your children by providing sufficiency apply es apply always apply es apply	Indicator	The	specia	list provides a place for			
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1.3. directs the behavior of the child way that matches and is appropriate for the age of the child. Statements Does not Sometim Apply es apply always. Results Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66 Indicator The specialist maintains a phy and emotional environment minimizes conflicts and for positive interactions among your children by providing sufficient of the specialist maintains and for positive interactions among your children by providing sufficient of the specialist maintains a phy and emotional environment minimizes conflicts and for positive interactions among your children by providing sufficient of the specialist maintains a phy and emotional environment minimizes conflicts and for positive interactions among your children by providing sufficient of the special	seif-assessment	0	0.00	1	10.00	9	90.00
way that matches and is approprior the age of the child. Statements Does not apply es apply always. Results Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66 Indicator 1.4. The specialist maintains a phy and emotional environment minimizes conflicts and for positive interactions among you children by providing sufficient esources and positive interferent apply es apply always. Results Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 666	Indicator	The	specia	list	has exp	ectati	ons and
for the age of the child. Statements Does not apply es apply always always. Results Nr. % Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66 Indicator 1.4. The specialist maintains a phy and emotional environment minimizes conflicts and for positive interactions among you children by providing suffice resources and positive interferent apply es apply always. Statements Does not apply es apply always. Results Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 666	1.3.	dire	cts the	beh	avior of	the cl	hild in a
for the age of the child. Statements Does not apply es apply always always. Results Nr. % Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66 Indicator 1.4. The specialist maintains a phy and emotional environment minimizes conflicts and for positive interactions among you children by providing suffice resources and positive interferent apply es apply always. Statements Does not apply es apply always. Results Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 666		way	that m	atc	hes and	is app	ropriate
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Indicator 1.4. The specialist maintains a phy and emotional environment minimizes conflicts and fo positive interactions among you children by providing suffice resources and positive interferent Statements Does not Sometim Apply apply es apply always Results Nr. % Nr. % Nr. % Nr. observations 2 22.2 1 11.11 0 000	Results	Nr.	%	Nr. %		Nr.	%
1.4. and emotional environment minimizes conflicts and fo positive interactions among you children by providing suffice resources and positive interferent Statements Does not Sometim Apply apply es apply always Results Nr. % Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66	observations	2	22.2	1	11.11	6	66.67
1.4. and emotional environment minimizes conflicts and fo positive interactions among you children by providing suffice resources and positive interferent Statements Does not Sometim Apply apply es apply always Results Nr. % Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66	Indicator	The	specia	list	maintair	ns a	physical
minimizes conflicts and fo positive interactions among you children by providing suffice resources and positive interferent. Statements Does not Sometim Apply apply es apply always. Results Nr. % Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66	1 4						
positive interactions among you children by providing suffice resources and positive interferent Statements Does not Sometim Apply apply es apply always Nr. % Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66	77.1.110	60000000					
Children by providing suffice resources and positive interferent statements Does not Sometim Apply apply es apply always Nr. % Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66							
resources and positive interferent		-					
Statements Does not apply es apply alway Results Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66							
apply es apply alway Nr. %	Statom						
Results Nr. % Nr. % Nr. observations 2 22.2 1 11.11 6 66	Statements					96	
observations 2 22.2 1 11.11 6 66	D 4					03/17/2	-
2 22.2 1 11.11 0 00				IN1		Nr.	%
self-assessment 0 000 1 1000 0 00		2	22.2	1	11.11	6	66.67
0 00.0 1 10.00 9 90	self-assessment	0	0.00	1	10.00	9	90.00

Table 27. Principle 2: The environment is safe, clean and free from all contamination and controlled.

Indicator 2.1. Statements Does not apply Results Nr. % Nr. % Nr. % Nr.	у
Statements Does not Sometim Appl apply es apply alway Results Nr. % Nr. % Nr.	7.4
apply es apply alway Results Nr. % Nr. % Nr.	7.4
Results Nr. % Nr. % Nr.	vs
Results Nr. % Nr. % Nr.	
observations 1 11.1 1 11.11 7 77	.78
self-assessment 0 00.0 1 10.00 9 90	.00
Indicator The specialist ensures that environment is clean, hygienic free from dirt.	1975
Statements Does not Sometim Appl	-
apply es apply alway	VS.
Results Nr. % Nr. % Nr.	%
observations 1 11.1 1 11.11 7 77	.78
self-assessment 0 00.0 0 00.00 10 10	0.0
Indicator The specialist monitors the g	good
2.3. condition of the materials	and
furniture.	
Statements Does not Sometim Appl	у
apply es apply alway	-
	%
observations 1 11.1 2 22.22 6 66	.67
self-assessment 0 00.0 0 00.00 10 10	0.0
Indicator The specialist is convinced	that
	stant
observation, even when they	are
sleeping.	
Statements Does not Sometim Appl	y
apply es apply alway	VS.
Results Nr. % Nr. % Nr.	%
observations 0 00.0 0 00.00 9 10	0.0
self-assessment 0 00.0 0 00.00 10 10	0.0

Table 28. Principle 3: The environment is hospitable, accessible and comfortable.

Indicator 3.1.	chil nee	dren to	res	t arrange spond to ts and t	their	current
Statements Results		es not oply %	Sometim es apply Nr. %		Apply always Nr. %	
observations						
oosei vations	1	11.1	2	22.22	6	66.67
self-assessment	0	0.00	1	10.00	9	90.00
Indicator 3.2.	equ requ	ipment	or o	is convi nd mat care are	conv	areas eniently
Statements	Does not			Sometim		Apply
D14		ply	es apply Nr. %		always Nr. %	
Results	Nr.	%			Nr.	79 10/2005 5
observations	2	22.2	1	11.11	6	66.67
self-assessment	0	0.00	1	10.00	9	90.00
Indicator 3.3.	fam	ily me	emb	arranges ers feel g all insp	com	fortable
Statements		es not		ometim		Apply
	at	oply	e	s apply		lways
Results		%		r. %	Nr.	%
observations	2	22.2	1	11.11	6	66.67
self-assessment	0	0.00	1	10.00	9	90.00
Indicator 3.4.	are	specia warm, ximity.	alist so	provide ft and p	s spa	ces that spose to
Statements	_	es not	S	ometim	I	Apply
	5157159	ply		s apply		lways
	Nr.		N		Nr.	%
Results						
Results observations	2	22.2	1	11.11	6	66.67

Table 29. Principle 4: The environment stimulates children's play, discovery, independence and initiative.

The environment is organized in a way that supports game, discovery, autonomy and leadership (decision-making). Statements	Indicator	The	enviro	mm	ent is or	rganiz	zed in a	
				upports game, discovery,				
Nr.	5044.5	auto	nomy		and	leadership		
Results Nr. % Nr.								
Results Nr. % Nr. % Nr. %	Statements		1200 / 1200	625 898 717 617 617 626				
Statements	Danulta							
Self-assessment O O0.0 I I1.11 O O O O O O O O O								
Indicator 4.2. Statements Does not apply es apply always Apply Apply es apply always Apply es apply always Apply Apply es apply always Apply es apply always Apply Apply es apply always Apply es apply always Apply Apply es apply always Apply Apply es apply always Apply Apply es apply always Apply Apply es apply always Apply always Apply Apply es apply always Apply Apply Apply es apply always Apply Apply Apply es apply		2.73	Secretary,	1	The state of	-	3.0000000	
Statements						-		
Nr.								
Results Nr. % Nr.								
Nr.			110					
Statements	Results							
Indicator 4.3.	observations	1	11.1	2	22.22	6	66.67	
A.3. are provided to combine to stimulate gameplay and discovery. Statements Does not apply es apply always Results Nr. % Nr. % Nr. % Observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.4. Statements Does not apply es apply always Results Nr. % Nr. % Nr. % Observations 2 22.2 1 11.11 6 66.67 self-assessment 0 00.0 2 20.00 8 80.00 Indicator 4.5. Providing an environment that encourages children to be active participants and take appropriate risks. Statements Does not sometim apply es apply always Results Nr. % Nr. % Nr. % Observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.5. Sometim apply es apply always Results Nr. % Nr. % Nr. % Observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.6. Septiments actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not Sometim Apply apply es apply always Results Nr. % Nr. % Nr. % Nr. % Observations Obser	self-assessment	0	0.00	1	10.00	9	90.00	
A.3. are provided to combine to stimulate gameplay and discovery. Statements Does not apply es apply always Results Nr. % Nr. % Nr. % Observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.4. Statements Does not apply es apply always Results Nr. % Nr. % Nr. % Observations 2 22.2 1 11.11 6 66.67 self-assessment 0 00.0 2 20.00 8 80.00 Indicator 4.5. Providing an environment that encourages children to be active participants and take appropriate risks. Statements Does not sometim apply es apply always Results Nr. % Nr. % Nr. % Observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.5. Sometim apply es apply always Results Nr. % Nr. % Nr. % Observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.6. Septiments actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not Sometim Apply apply es apply always Results Nr. % Nr. % Nr. % Nr. % Observations Obser	Indicator	Αv	ariety	of o	open-sou	rce n	naterials	
Statements		are	provide	d to	combin	e to s	timulate	
Apply Results Nr. % Nr								
Results Nr. % Nr. % Nr. % Nr. %	Statements	Do	es not	S	ometim			
Statements 3 33.3 0 00.00 6 66.67		-					-	
self-assessment O 00.0 1 10.00 9 90.00				Nı		500	4-1-1-1-1-1	
Indicator 4.4. Statements Does not spaces for at least part of the day. Statements Does not sometim Apply always Results Nr. % Nr. % Nr. % Nr. % observations 2 22.2 1 11.11 6 66.67 self-assessment 0 00.0 2 20.00 8 80.00 Indicator 4.5. Providing an environment that encourages children to be active participants and take appropriate risks. Statements Does not sometim Apply always Results Nr. % Nr. % Nr. % observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.6. Self-assessment The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % Observations O 00.0 2 22.22 7 77.78		_	33.3	0	00.00	6	66.67	
Statements Does not apply es apply always Results Nr. % Nr. % Nr. % observations 2 22.2 1 11.11 6 66.67 self-assessment 0 00.0 2 20.00 8 80.00 Indicator Providing an environment that encourages children to be active participants and take appropriate risks. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator A.6. as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not Sometim Apply always Nr. % Nr. % Nr. % Statements Statements Sometim Apply always A.6. as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % Nr. % Nr. % Observations 0 00.0 2 22.22 7 77.78	self-assessment	0	0.00	1	10.00	9	90.00	
Statements Does not apply es apply always Results Nr. % Nr. % Nr. % observations 2 22.2 1 11.11 6 66.67 self-assessment 0 00.0 2 20.00 8 80.00 Indicator Providing an environment that encourages children to be active participants and take appropriate risks. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator A.6. The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78								
Results Nr. % Nr.		-				_		
Results Nr. % Nr. % Nr. % Nr. % Observations 2 22.2 1 11.11 6 66.67 self-assessment 0 00.0 2 20.00 8 80.00 Indicator Providing an environment that encourages children to be active participants and take appropriate risks. Statements Does not apply always Nr. % Nr	Statements							
Statements 2 22.2 1 11.11 6 66.67	Pasults					1000		
self-assessment 0 00.0 2 20.00 8 80.00 Indicator 4.5. Providing an environment that encourages children to be active participants and take appropriate risks. Statements Does not apply es apply always Nr. % Nr								
Indicator 4.5. Providing an environment that encourages children to be active participants and take appropriate risks. Statements Does not apply es apply always Results Nr. % Nr. % Nr. % observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78			07/21/2/01	_	CALLEY EX	-	10	
4.5. encourages children to be active participants and take appropriate risks. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78	Indicator		1,11170	777	Province Tarriage		26036000	
participants and take appropriate risks. Statements Does not Sometim apply es apply always Results Nr. % Nr. % Nr. % observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not sometim apply es apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78								
risks. Statements Does not apply es apply always Results Nr. % Nr. % Nr. % observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.6. The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not apply es apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78								
Results Nr. % Nr. % Nr. % observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.6. The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78		-	•			- 11		
Results Nr. % Nr. % Nr. % observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.6. The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78	Statements	Do	es not	S	ometim	A	Apply	
observations 3 33.3 0 00.00 6 66.67 self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.6. The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78	W000 3257						-	
self-assessment 0 00.0 1 10.00 9 90.00 Indicator 4.6. The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not Sometim apply es apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78				N		Nr.		
Indicator 4.6. The specialist actively participates as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78		3	25/03/80	0	1111/2 W17/H1	6		
4.6. as part of the group as a source of help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not Sometim Apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78			1374763	- 5	2000/2000	-	\$25,500	
help for children when needed as a gaming partner but provides enough space for children to be independent. Statements Does not apply es apply always Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78								
gaming partner but provides enough space for children to be independent. Statements Does not apply Escapely always	4.0.							
Space for children to be independent.								
Independent Sometim Apply always Results Nr. % Nr. % Nr. % Nr. % Observations O 00.0 2 22.22 7 77.78								
Statements Does not apply Sometim es apply Apply always Results Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78		-		1000	100000000000000000000000000000000000000	777.0	373 37.70	
Results Nr. % Nr. % Nr. % observations 0 00.0 2 22.22 7 77.78	Statements				ometim	A	Apply	
observations 0 00.0 2 22.22 7 77.78	5,453 0404					1000	-	
0 00.0 2 22.22 7 77.78		Nr.				Nr.		
self-assessment 0 00.0 1 10.00 9 90.00	91 (1991)	0	0.00	2	22.22	7	77.78	
	calf accasement							

Table 30. Principle 5: The environment encourages each child's sense of belonging.

encourages e						
Indicator 5.1.	chil	dren	aı	nd th	eir	tures of home
	env	ironme	nt th	nat show	that t	the child
	belo	ngs	to	the	surr	ounding
	env	ironme				
Statements	Do	es not	S	ometim	A	Apply
	at	ply	es	s apply	always	
Results	Nr.		Nı			%
observations	2	22.2	6	66.67	1	11.11
self-assessment	8	80.0	0	00.00	2	20.00
Indicator 5.2.	chil	specia dhood expres		shows r experients		
Statements	Do	es not	S	ometim	A	Apply
50	ap	ply	es	s apply	a	lways
Results	Nr.	%	Nı	r. %	Nr.	%
observations	1	11.1	1	11.11	8	88.89
self-assessment	0	0.00	1	10.00	9	90.00
Indicator 5.3.	The			t provid		
3.3.	con		y ar	es from nd cultur		e local well as
Statements	con	munity	y an e.		e as	well as
4.56992	fror Do	nmunity n natur es not	e.	nd cultur ometim	e as	well as
4.56992	from Doc ap	munity n natur	So es	nd cultur	e as	well as
Statements	from Doc ap	nmunity n natur es not oply	So es	ometim apply	e as	well as Apply Iways

3.8. Priority area "Professional Development"

Table 31. Principle 1: Knowledge of children's development and learning contributes to the quality of early childhood experiences

T I	-		** .		- 1.20	
Indicator 1.1.	and of educ	ability develo cation	to i	achieves nterpret ent, nes a con h results	basic urolo; nplen	theories gy and nent to
Statements	Doe	es not	S	ometim	1	Apply
	ar	ply		s apply		lways
Results	Nr.	%	Ni		Nr.	%
	INI.	/0	INI		INI.	
observations	0	0.00	4	44.44	5	55.56
self-assessment	0	0.00	8	80.00	2	20.00
Indicator 1.2.	deve	elopme	nt a	has a ho ind learn experien	ing a	view of bout the
Statements	Doe	es not	S	ometim	1	Apply
	an	ply	l es	s apply		lwavs
Results	Nr.	%	N		Nr.	%
observations	0	0.00	4	44.44	5	55.56
self-assessment	0	00.0	1	10.00	9	90.00
1.3.	area holi	s of e stic munic	xpe	identifi rience i developr sensitive	n the nent	child's to
Statements	Doe	es not	S	ometim	1	Apply
Otatements		ply		s apply		lways
Results	Nr.	%	Ni		Nr.	% %
observations	3	33.3	1	11.11	5	55.56
self-assessment	0	00.0	8	80.00	2	20.00
Indicator	The			applies l		
		-				
1.4.		an		vocacy		
				is hinde		
				ely mal		
	char	nges t	o t	he envii	ronme	ent, the
		iculum	2	ind the	nat	ture of
						uic or
					port	optimal
	relat	tionship		that sup	port	optimal
Statements	relat lean	tionshij ning.	ps	that sup		optimal
Statements	relati learn Doe	tionship ning. es not	ps Se	that sup	I	optimal Apply
Statements Results	relati learn Doe	tionshij ning.	ps Se	that sup ometim s apply	I	optimal
	relati learn Doe ap	tionship ning. es not oply	Se es	that sup ometim s apply	a	optimal Apply lways

Table 32. Principle 2: Continuous participation in professional development activities improves the quality of practice.

	tiic		-					
Indicator	The	specia	list	seeks to	supp	ort and		
2.1.	reini	force	- 50	practice		through		
				evelopm				
				raining				
				supervis				
				arners'				
		in		aspec		f this		
				ncluding				
	deve	loping		nan relat				
Statements		s not		metim		.pply		
		ply		apply		ways		
Results	Nr.	%	\neg	. %	Nr.	%		
observations	0	0.00	3	33.33	6	66.67		
self-assessment	0	0.00	8	80.00	2	20.00		
Indicator	The	spe	cial:	ist us	es	current		
2.2.	self-	assessi	nen	t and	re	flection		
	prac	tices.						
Statements	Does not Sometim Apply							
	ap	apply es apply always						
Results	Nr.	%	Nr	. %	Nr.	%		
observations	2	22.2	2	22.22	5	55.56		
self-assessment	1	10.0	8	80.00	1	10.00		
Indicator	The	spec	ialis	t is	involv	red in		
2.3.				nunities				
1000000				ork with				
				en and				
	enga	age in	in-d	epth dia	logue	s about		
				ts impac				
				an be				
	supp	ort le	arni	ing and	dev	eloping		
		iren.		272		12 (2) (3) (4)		
Statements	Doe	s not	Sc	metim	A	pply		
		ply	es	apply	a1	ways		
Results	Nr.	%	Nr	. %	Nr.	%		
observations	3	33.3	1	11.11	5	55.56		
self-assessment	1	10.0		10.00	8	80.00		
Indicator	The	speci	alis	t develo	ops s	trategies		
2.4.	for	re	spo	nding	to	the		
	uno	redicta	bilit	v and	l it	security		
		redicta				security		
	caus	sed by	rap	id chan	ges in	society		
	caus as a	sed by whole	rap e, 21	id chang lst centu	ges in ny fa			
Statements	as a	sed by whole early o	rap , 21 hild	id chan lst centu lhood ca	ges in my fan re.	society mily life		
Statements	as a and Doc	sed by whole early o	rap e, 21 child	id chang lst centu lhood ca ometim	ges in iry far re.	n society mily life Apply		
	as a and Doc	sed by whole early o es not oply	rap e, 21 child Se	id chang lst centu lhood ca ometim s apply	ges in ary far re.	a society mily life Apply Iways		
Results	as a and Doe ar Nr.	sed by whole early o es not oply %	rap e, 21 child Se	lst centu lhood ca ometim s apply	ges in iry far re.	a society mily life Apply lways		
Results observations	as a and Doc	sed by whole early o es not oply	rap e, 21 child Se	id chang lst centu lhood ca ometim s apply	ges in ary far re.	a society mily life Apply Iways		
Results observations self-assessment	as a and Doo ap Nr. 3	sed by whole early of es not oply % 33.3 00.0	rap e, 21 shild Se Ni 6	lst centu lhood ca cometim s apply r. % 66.67	ges in ry farre. A Nr. 0	Apply lways % 00.00 10.00		
Results observations self-assessment Indicator	as a and Doo ap	sed by whole early of es not oply % 33.3 00.0	rap e, 21 shild Se Ni 6	lst centu lhood ca cometim s apply r. % 66.67	ges in ry farre. A Nr. 0	Apply livays %		
Results observations self-assessment	caus as a and Doo ar Nr. 3	sed by whole early of es not oply % 33.3 00.0	rape, 21 shild Se No 6 9	lst centul lhood ca ometim s apply r. % 66.67 90.00	ges in ry farre. A a Nr. 0 1	Apply lways % 00.00 10.00		
Results observations self-assessment Indicator	caus as a and Doo ap Nr. 3	whole early ces not oply % 33.3 00.0 specerstand	rap e, 21 child Se N 6	lst centus lhood ca ometim s apply r. % 66.67 90.00 st dem	ges in ary farre. Nr. 0 1 onstra	Apply lways % 00.00 10.00 ttes the		
Results observations self-assessment Indicator	caus as a and Doc ap Nr. 3 0 The und prob	whole early ces not oply % 33.3 00.0 specerstand oblems a	se Ni 6 9 ialis	lst centus lhood ca ometim s apply r. % 66.67 90.00 st dem- potential	ges ir iry far re. Nr. 0 1 onstra t	Apply lways % 00.00 10.00 ttes the personal adices or		
Results observations self-assessment Indicator	as a and Doo ap Nr. 3	whole early ces not oply % 33.3 00.0 specerstand olems a ciers ca	rappe, 21 hild Se e Ni 6 9 hialis	lst centus lst centus lst centus lst centus lst centus lst centus ometims s apply r. % 66.67 90.00 st demonstration potential	ges ir ary farre. Nr. 0 1 constratt t prejue relati	Apply lways % 00.00 10.00 ttes the personal adices or attionship		
Results observations self-assessment Indicator	as a and Doo ar Nr. 3 0 The und prob barr with	whole early control of the series of the ser	rappe, 21 child So e. N. 6 9 9 italising and a ren	lst centus lst centus lst centus lst centus lst centus lst centus ometims s apply r. % 66.67 90.00 st demonstration potential affect the	ges in ry far re. Nr. 0 1 onstrat t prejue relatilies a	Apply lways % 00.00 10.00 ttes the personal adices or attionship and seek		
Results observations self-assessment Indicator	as a and Doo ap Nr. 3 O The und prob barr with prof	whole early control of the series of the ser	rappe, 21 hild So e No o o o o o o o o o o o o o o o o o	id changed in the control of the con	ges in ry far re. Nr. 0 1 onstrat t prejue relatilies a	Apply lways % 00.00 10.00 ttes the personal adices or attionship		
Results observations self-assessment Indicator 2.5.	as a and Doo ap Nr. 3 0 The und prob barr with prof train	sed by whole early cost not oply % 33.3 00.0 speciers and olems a children ing if	sialise on all connects	lst centure lhood care cometimes apply to 100 centure services the cometimes apply to 100 centure services the cometimes and famounseling tessary.	ges ir iry far re. Nr. 0 1 constrat t l preju e relatilies a	Apply lways % 00.00 10.00 ttes the personal idices or attionship and seek 1 further		
Results observations self-assessment Indicator	as a and Doo ap Nr. 3 O The und prot barr with prof train	sed by whole early construction of the series of the serie	rap 2 2 1 hild So 6 9 ialia inn ann ann ann So neco	lst centure lhood care cometimes apply r. % 66.67 90.00 st demonstration of the community o	ges irrigges	Apply lways 00.00 10.00 ttes the personal adices or attionship and seek further		
Results observations self-assessment Indicator 2.5.	as a and Doo ap Nr. 3 0 The und prof barr with prof train Doo ap	sed by whole early cost not oply % 33.3 00.0 specierstand olems a ciers can child fession in giftes not oply	rap child See Ni 6 9 italian an a ren al c see See See	lst centure lhood care cometimes apply r. % 66.67 90.00 st demonstrate that and farm ounseling essary.	ges irrigges	Apply lways % 00.00 10.00 ttes the personal adices or attionship and seek 1 further Apply lways		
Results observations self-assessment Indicator 2.5. Statements Results	as a and Door are Nr. 3 O The und prob barr with prof train Door are Nr.	whole early construction of the series of th	rap	lst centure lhood care cometimes apply r. % 66.67 90.00 st demonstrate that and famounseling essary. Cometimes apply r. %	ges irrigges	Apply lways % 00.00 10.00 ttes the personal adices or ationship and seek 1 further Apply lways %		
Results observations self-assessment Indicator 2.5. Statements Results observations	as a and Doo ap Nr. 3 0 The und prof barr with prof train Doo ap	sed by whole early cost not oply % 33.3 00.0 specierstand olems a ciers can child fession in giftes not oply	rap child See Ni 6 9 italian an a ren al c see See See	lst centure lhood care cometimes apply r. % 66.67 90.00 st demonstrate that and farm ounseling essary.	ges irrigges	Apply lways % 00.00 10.00 ttes the personal adices or attionship and seek 1 further Apply lways		
Results observations self-assessment Indicator 2.5. Statements Results	as a and Door are Nr. 3 O The und prob barr with prof train Door are Nr.	whole early construction of the series of th	rap	lst centure lhood care cometimes apply r. % 66.67 90.00 st demonstrate that and famounseling essary. Cometimes apply r. %	ges ir iry far re. Nr. 0 1 onstra t l preju e rela illes a ig and	Apply lways % 00.00 10.00 ttes the personal adices or ationship and seek 1 further Apply lways %		

3.9. Priority area "Cross-sectoral cooperation"

Table 33. Principle 1: Interaction and cooperation with other professionals and services in the same and / or different sectors, such as ensuring privacy, confidentiality and dignity of children and families, improving the quality of service delivery.

		ice ut					
Indicator 1.1.	refe	rrals a	nd at t	provides links to hey or th	othe he ch	r family	
		dignity		ing priv	acy,	privacy	
Statements		es not		ometim	1	Apply	
	ap	pply		s apply	always		
Results	Nr.	%		r. %	Nr. %		
observations	5	55.5	4	44.44	0	00.00	
self-assessment	1	10.0	0	00.00	9	90.00	
Indicator	The					leads	
1.2.				ers for al	l chil	dren and	
Statements		r famili es not		ometim		Apply	
Statements	I	oply		s apply	always		
Results	Nr.			r. %	Nr.	%	
observations	0	0.00	6	66.67	3	33.33	
self-assessment	1	10.0	0	00.00	9	90.00	
Indicator	The	specia	alist	regular	ly co	operates	
1.3.				s from c	ther:	services,	
		ecting		the		position,	
	othe		ity	and exp	ertise	of the	
Statements	_	es not	S	ometim	1	Apply	
		pply		s apply	a	lways	
Results	Nr.	%	N	r. %	Nr.	%	
observations	4	44.4	0	00.00	5	55.56	
self-assessment	0	0.00	1	10.00	9	90.00	
Indicator						yzes his	
1.4.				fessional			
				can de			
				y affect			
	fam	ilies.					
Statements		es not oply		ometim s apply		lpply lways	
Results		%		r. %	Nr.	%	
observations	4	44.4			5		
16			0	00.00		55.56	
self-assessment	0	0.00	3	30.00	7	70.00	
Indicator 1.5.	The	speci	3 alis	30.00 t comm	7 unica	70.00 tes and	
Indicator	The disc also	speci usses provi	3 alist with de	30.00 t comm n other services	7 unica exper for	70.00 tes and rts who children	
Indicator	The disc also und	speci usses provi	alist with de age	30.00 t comm	7 unica exper for e in	70.00 tes and rts who children order to	
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Table 34. Principle 2: Consultation with an Early Child Diagnostic Specialist for formal screening and assessment where necessary prevents multiple developmental delays and atypical behaviors later in life.

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Indicator	The		spec	ialist	do	cuments
2.1.				o help ea		
				entify c		
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		bility.				
Statements	Do	es not	1	ometim		Apply
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Results	Nr.	%	N	r. %	Nr.	%
observations	1	11.1	6	66.67	2	22.22
self-assessment	1	10.0	6	60.00	3	30.00
Indicator				uses v		
2.2.				ate scre		
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Statements		es not	$\overline{}$	ometim	1	Apply
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	101783	ply		s apply		lways
Results	Nr.	%		r. %	Nr.	%
observations	8	88.8	1	11.11	0	00.00
self-assessment	7	70.0	1	10.00	2	20.00
Indicator	The	sne	cial:	ist is	ope	n and
2.3.		-		with ear	-	
2.5.				apply t		
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Statements	-	es not	_	ometim	A	Apply
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Results	Nr.		N		Nr.	%
observations	1	11.1	8	88.89	0	00.00
self-assessment	0	0.00	8	80.00	2	20.00
Indicator	The		ialis		areful	when
2.4.	talki	ing to p	are	nts and f	amili	es about
				childhood		
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Statements		es not		ometim	Α	pply
		ply		apply	100000	lways
Results observations	Nr.	%		. %	Nr.	%
self-assessment		11.1	-	88.89		00.00
	0	0.00	1	10.00	9	90.00
Indicator 2.5.				draws a		
2.5.				evaluat		
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Statements		SHOL	30	ometim		pply
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4. DISCUSSIONS

Identified as the first priority in the "Quality Framework for Early Childhood Services" (QFECS), Area 1 "Relationships" emphasizes that social relations are at the heart of the development of children under the age of three. The principles of adjoining indicators laid down in this area affirm that "the enrichment of children's relationships and emotional experiences, the absorption of social norms, the stimulation of self-awareness are basic structural components of the child's social development" (Derrijan and Valchey, 2015: 36).

The presented results of the surveyed priority area reveal that responsive, equitable and equal interactions have been developed in the Jesuit groups under investigation. The high degree of their manifestation is revealed by the statements made in the Daily Self-Assessment Report of the members of the cluster teams participating in the study.

Relatively close, the values of observations and self-assessment in the column "Applying permanently" are an expression of the conscious aspirations of professionals to promote relationships with the child that support their initiative in the process of communication - see "Relationships": Principle 1, Indicators 1.2, 1.5; Principle 2, Indicators 2.1, 2.3, 2.4; Principle 3, Indicators 3.2, 3.4; Principle 5, Indicators 5.1, 5.2.

The results that reflect the highlighted statements in the "Partially applied" column should also be disregarded. Their presence is an indicator that definitely signals the still dominant attitudes of some of the team's cluster representatives that their role is only related to meeting the underlying needs of the child in the middle age. This observation highlights that institutional care professionals need targeted work to promote the under-standing that "the earliest social task is at-tachment" (Tasevska, 2014: 39).

The indicators in **Area 2 "Family and Community"** focus on the quality of early childhood services that ensure a climate of tolerance and dialogue between the institution's and the family's representatives.

The results of the survey show that monitoring scores compared to self-assessment of crèche representatives overlap to a high degree - see Principle 2 "Sensitive, respectful, and equal family communication supports the development and learning of children."

By itself, this fact reveals the already formed attitudes of the representatives of the cluster teams to communicate with families in ways that show respect and appreciation, as well as to jointly discuss all decisions about the development, well-being and learning of their children.

The results reflecting Principle 3 "Services are best provided in partnership with the family" and Principle 4 "Partnerships based on cooperative and community-based cooperation best support families and children" reveal discrepancies in the "Daily Surveillance Report" and in the "Daily self-assessment report". Their analysis is the basis for the following conclusions:

- Clearly cluster teams take action to implement an institutional policy related to the transformation of "working with the family" into "interacting with parents." We find a testimony in the highlighted responses to the Families and Community indicators, Principle 3, Indicators 3.1, 3.2, 3.4, 3.5;
- there are still no practices that ensure "safe transition" where specialists can "negotiate with different services to support families" see Family and Community, Principle 4, Indicator 4.1;
- despite the theoretical preparedness of the cluster staff, there is still insufficient use of "opportunities for members of the community involvement and participation in early childhood services "- see Family and Community, Principle 4, Indicators 4.2 and 4.3.

This task "is complicated by the fact that an individual approach is necessary, which in turn makes the standardization method virtually impossible" (Biletska, 2017: 66), ie the theoretical preparedness of the specialists depends on the level of their professional reflexive competence.

Undoubtedly, the Principles in the **Third Priority Area "Inclusiveness, Diversity and Values of Democracy",** correspond directly to the indicators of the first and second priorities of the "Quality Framework for Early Childhood Services" (QFECS).

Confessing the values of democracy by all actors in the childcare care interactions up to the age of 3 are a strong indicator of a change in the provision of services in crèches.

The qualitative analysis of responses from the Third Priority Area reveals the following more significant summaries:

- the prevailing answers in the "Partial Apply" and "Applying Permanently," both marked in both the Daily Surveillance Report and the Daily Re-Port for Self-Assessment, reveal the unbalanced implementation of activities that ensure the promotion of the right of every child and his /her family be included,

respected, appreciated - see area "Inclusion, diversity and values of democracy", Principle 1, Indicators 1.1, 1.3, 1.4; Principle 2, Indicators 2.1, 2.3, 2.4; Principle 3, indicators 3.2, 3.3, 3.5; Principle 4, Indicators 4.1, 4.3, 4.4;

- the identified partiality in this direction unambiguously reveals the need to upgrade the competencies of the cluster teams in areas that are definitely important for enhancing the quality of early childhood services see "Inclusion, Diversity and Values of Democracy," Principle 2, Indicators 2.1, 2.2, 2.3; Principle 3, indicators 3.2, 3.3, 3.5; Principle 4, Indicators 4.1, 4.3, 4.4;
- it is positively commented on the fact that they are marked in this way (mostly in the "Partially applied" and "Applying permanently" scales), the responses to the study reveal the "awareness" of the key weight of the period from 0 to 3 years for the development of all the identities of the child see area "Inclusion, diversity and values of democracy", Principle 3, Indicators 3.1, 3.2, 3.3 and 3.4.

It can be summed up that the results of the monitoring program in this priority area reveal the readiness of the clergy specialists to formulate clearer organizational messages regarding their professional inclusion in the social and emotional adaptation of the children of the elderly.

At first reading, the **Fourth Priority Area** of the "Quality Framework for Early Childhood Services" (QFECS) suggested results that would not give rise to any doubts about the quality of health, well-being and nutrition services for children under 3 years of age.

A deeper analysis of the survey results reveals inconsistencies in the marked responses from the monitoring and the members of the cluster teams.

In fact, "Claiming Health" is the most consistently highlighted in applying Principle 1 "Every child's health is being promoted" - a result that is reflected in Indicators 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8.

The results recorded in Principle 2, Principle 3 and Principle 4 show fluctuations in the extent to which they are applied: they mainly vary between "Partially applied" and "Not applicable" (see area 4 - Principle 2, Indicators 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, Principle 3, Indicators 3.1, 3.3, 3.4, 3.5, Principle 4, Indicators 4.1, 4.2, 4.3 and 4.4).

There are also contradictions in the results reported in the Daily Survey Survey and the Daily Self-Assessment Report - Principle 2, Indicators 2.1, 2.2, 2.3, 2.4, 2.6; Principle 3,

Indicators 3.1, 3.3, 3.4 and Principle 4, Indicator 4.2.

These contradictions focus attention on the need to rethink the process of interaction towards the understanding that:

- health and nutrition with children under the age of 3 are an integral part of creating affection;
- the affection of the child under the age of 3 is a dynamic process that requires the continuous creation of close and positive interactions during nutrition and care.

An important part of supporting children under the age of 3 is to master procedures for giving recommendations to families when children show signs of atypical behavior, depression or anxiety. The analysis of the results in this context unambiguously shows that "joint engagement in this process requires, besides recognition and acceptance, also readiness to discuss differences of opinion and to deal with everyday problems" (Vitanova and Miteva, 2017: 201)

Undoubtedly, the **Fifth Priority Area** is extremely important in the Quality Framework for Early Childhood Services. Development and learning are the synchronized process that allows the potential of the child under the age of 3 to be unleashed.

The marked responses in the "Daily report for self-assessment" are mostly in the highest scale of the "Applying permanently" scale - see Development and Learning, Principle 1, Indicators 1.1, 1.2, 1.3, 1.4; Principle 2, Indicators 2.1, 2.4, 2.5; Principle 3, Indicators 3.1, 3.2, 3.4, 3.5; Principle 4, Indicators 4.1, 4.2, 4.3. 4.4.

On the other hand, the dynamics in the responses from the "Daily Surveillance Report" deprives the credibility of the registered indicative components by the cluster teams, given that the monitoring expert predominantly notes the claims in the "Partially applied" and "Not applicable" columns - see Development and Learning Area, Principle 1, Indicators 1.1, 1.3, 1.4; Principle 2, Indicators 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; Principle 3, Indicators 3.3, 3.4, 3.5; Principle 4, indicators 4.1, 4.2, 4.3, 4.4.

This finding draws attention to a relatively high percentage amongst the cluster members who are sufficiently aware that care must always be approached as opportunities.

Nevertheless, it turns out that practitioners do not have the specific competencies necessary for "situations in which, when playing, the child exhibits his abilities and personal qualities, inspired by the experience and gain-

ing on his basis new own experience" (Dimitrova, 2017: 33) to make the most of them for development, learning and well-being for the child under 3 years of age.

"Surveillance and Documentation" (**Sixth Priority Area** in R & DD) is the basis for adults to be open and to build relationships with babies and very young children.

There is a growing recognition that systematic "monitoring and documentation" of the well-being of children under the age of 3 determines the planning of new learning practices, the adaptation of the environment as well as the refinement of timetables, activities and adaptation of care needed for early childhood development.

These regularities underline the importance of the Sixth Priority Area in providing quality services in early childhood. There are again inconsistencies in the classification of these statements.

Representatives of the cluster teams have their answers mostly in the "Applying permanently" scale against the "Part-Apply" and "Non-Applicable" responses marked by the Expert-Monitoring - see Section 6, Principle 1, Indicators 1.1, 1.3, 1.4; Principle 2, Indicators 2.1, 2.2, 2.3, 2.4; Principle 3, Indicators 3.1, 3.2, 3.3, 3.4; Principle 4, indicators 4.1, 4.2 and 4.3.

It can be summed up that data in the "Daily Surveillance Report" and in the "Daily Self-Assessment Report" reveals the objectively binding of the observed indicator components in the marked answers. Their analysis is in the direction of the different starting points that respondents place in the focus of their attention:

- Certainly the representatives of the cluster teams, in the capacity of medical specialists, carry out systematic observations and document the actual health status of each child, which explains the claims in the degree "Applying permanently";
- as a pedagogical specialist, the monitoring expert focuses on the essentials in the documentation and planning process: as a way to take into account the progress of the child in the interactions that explains the claims in the "Partial Apply" and "Not Applicable" assumptions.

It is objectively appreciated that positive changes are reported in the efforts of the cluster teams to respond to the need for close relationships with parents. A testimony in this direction is the sharing of analyzes of the instrument used to evaluate child achievement - the child's portfolio - used in the three clergy

groups.

Undoubtedly, the Seventh priority area of the "Quality Framework for Early Childhood Services" (QFECS) has accumulated the highest number of matches in the registered results from the cluster teams and the monitoring expert. The observed similarities of the reported statements are observed in the separate 5 principles and their corresponding indicators.

Since the indicators of a safe, healthy and supportive environment are meaningful, the high values of the positive response are a clear indicator of the validation of the appropriate choice in the organization of the environment in the study groups.

This result corresponds directly to the quality of services in the early childhood and is a reliable source for the following summaries:

- cluster teams maintain a physical and emotional environment that minimizes conflicts among young children - see Priority Area "Supporting Circles", Principle 1, Indicators 1.1, 1.2, 1.3, 1.4, 1.5;
- cluster teams provide sufficient resources to stimulate all areas of child development see Priority Area "Supporting Circles", Principle 4, Indicators 4.2 and 4.3;
- the blind teams are aware of the crucial role of a supportive environment that develops a sense of belonging to the child up to the age of 3, Principle 5, indicator 5.2.

The complexity and complexity of the indicators under discussion in this priority area requires the following statement: additional care is needed for the specialists in the cleric groups to use appropriate pedagogical interventions in the course of interactions with the child under the age of 3 (see Seventh area, Principle 2, Indicator 2.3, Principle 3, Indicators 3.1, 3.4, Principle 5, Indicators 5.1, 5.3).

In this direction for the pedagogy of early childhood there is a sufficiently large array of studies devoted to the psychological characteristics of children. It is their age-specificity that argued that "authoritarian educational methods and normative directives a priori can not be dominant at this age and can not determine the child's invisible and visible self-esteem" (Yanakieva, 2014).

The principles included in the **Eighth Priority Area** focus on the link between the quality of services provided by children under the age of three and the level of training and professional development of adults working with them. The indicators that "illuminate" this relationship are sufficiently eloquent to

reflect the current state of the respondents in this study.

Coincidences in the claims marked in the Daily Surveillance Report and in the Daily Self-Assessment Report are clearly noticedsee "Professional Development", Principle 1, Indicator 1.1, 1.2; Principle 2, Indicator 2.1, 2.2, 2.3, which reveals the attitudes of the teams scrutinized to increase their competencies towards addressing the specific needs of the child under the age of 3.

However, the reported contradictions in Principle 1, Indicators 1.3, 1.4 and Principle 2, Indicators 2.4, 2.5 - a finding pointing to the fact that there are still some specialists accompanying children under the age of 3 who "Do not think that it is necessary to continually analyze and enrich their own teaching experience" (Stošić and Stošić, 2013).

It is obvious that adults working with children under 3 years need a toolbox that:

- allows identification of main areas and experience in the child's holistic development in order to communicate sensitively with families;
- requires an advocacy role when development of the child is hindered in any way; help develop strategies to respond to the unpredictability and insecurity caused by rapid changes in society as a whole in family life in the 21st century.

The 9th priority Area "Cross-sectoral cooperation" draws attention to the need to apply the multidisciplinary approach in early childhood. Naturally, this process needs knowledge that goes some way beyond the professional competence of adults accompanying a child from 0 to 3 years.

The results in the attached tables (No. 32 and No. 33) outline the tendency for sufficiently active and searching behavior of the teams of the groups in this direction. The presented ratios are a demonstration of the maturity and responsibility of the participants about the irreversible sensitivity of the age period and the maximum utilization of the internal conditions for development of the child created by this sensitivity.

Registered answers in the "Partially applied" and "Not Applicable" roles - see Nine Fields, Principle 1, Indicators 1.1, 1.4, 1.6, 1.7; Principle 2, indicators 2.2, 2.3. 2.4, 2.5 and 2.6, reveals the difficulty of the cluster teams:

- to provide care and support services to children and their families during critical early childhood periods;
 - to use valid, reliable and appropriate

screening tools recommended by early child-hood diagnostics to monitor the condition of children;

- to maintain a trust relationship with the families of children with developmental delays, in order to obtain up-to-date information as part of the ongoing evaluation process;
- to ensure a smooth transition in the establishment of a network of relations to ensure partnership with institutions and non-governmental organizations (NGOs).

5. CONCLUSIONS

The results of the study, which is related to the issue of early childhood well-being in the institutional care system, reveal deficiencies resulting from:

- applying still inertial patterns of interactions with children and their families;
- unjustified, partial and therefore ineffective structuring of a unified strategy for the functioning of the CSS;
- sporadic, partial and fragmentary attempts to transform institutional care policies into early childhood.

Undoubtedly, the principles and indicators differentiated in the Nine Priority Areas of the Applied Framework outline the essence of the relationship and meaning of care with children from birth to 3 years. Formulated metrics make it possible to specify the steps in the process of their creation, deployment and maintenance. It can be conclusively concluded that its use impersonates "the necessity for educational results in the shape of competence as an indicator of human capital" (Tsankov, 2018: 69).

In this regard, the objective analysis of the results obtained from the "Quality Framework for Early Childhood Services" (QFECS) in the three clerical groups reveals a priori its reflected reflexion, causing proactive (conscious) striving for quality services at all levels. It is precisely this inductive feature that nominates the Framework as a reliable and robust tool for enhancing the quality of early childhood services.

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The author declares no conflict of interest.

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